Kurdistan Regional Government
Council of Ministers
Ministry of Education

Sunrise

Teacher's Book



9

CONTENTS

INTRODUCTION

Who is **Sunrise 9** for?
Sunrise is specially written to meet the needs of secondary classes in Kurdistan. The material:
- Is clear and easy to follow.
- Is motivating and enjoyable.
- Has clear aims and provides regular revision and testing.
- Contains projects to encourage students to work together.
- Can be used for mixed ability teaching. The Teacher's Book provides optional activities to help the teacher adapt to different teaching situations and the Activity Book provides extra practice where needed.
- Contains social, cultural and historical information.

What are the components of **Sunrise**?
- Student's Book
- Activity book
- Teacher's book
- CD

Student's Book

What's in the Student's Book?
- Units 1–7, each with four lessons, a review and a text about discoveries and inventions. Lessons 1, 2 and 3 are language lessons and 4 is an integrated skills lesson.
- A welcome unit to introduce the characters in the book. A farewell unit to end the course on an up-beat note, and to look forward to next year.
- Projects
- Grammar summary
- Word list
- Irregular verbs

How is the Student's Book organised?
Units 1–7 are topic-based and follow the adventures of an international group of young musicians at Music Now – an imaginary music festival in Edinburgh. The story of the young musicians' experiences and related topics continue throughout the book.

The Music Now theme provides a suitable vehicle for cultural, historical, literary and environmental topics.

Lessons 1, 2 and 3 of each unit introduce and practise the new language. The language is introduced in dialogue or text which is followed by a number of comprehension and practice activities. Students put new language and knowledge into practice to talk about themselves and their world. All these lessons contain grammar and pronunciation or vocabulary activities and many have games and fact files. Lessons usually end with a writing activity.

Lesson 4 of each unit has five sections covering reading, listening, speaking, writing and *To help you study*. The *To help you study* section gives useful tips to help students learn English and remember vocabulary.

The Review revises the language of the unit and ends with a poem or puzzle.

The lesson material can be exploited flexibly according to the size and kind of class you have. The Teacher's Book gives suggestions for how to begin lessons, extra activities throughout many lessons and homework. These help the teacher adapt the book to suit different teaching situations and provide revision and recycling as well as opportunities for further language development.

What about grammar?
Sunrise 9 revises and consolidates many of the grammar points covered in *Sunrise* 7 and 8. It also extends the students' grammar into important new areas. Lessons 1–3 in each unit focus on particular grammar points. These are highlighted in the lesson heading and in the grammar boxes and practice activities. There is a grammar summary at the back of the book, organised by unit, which students and teachers can refer to during lessons or for homework. The back of the book also contains a list of all the irregular verbs that appear in **Sunrise**.

What about pronunciation?
Pronunciation sections in lessons 1–3 of each unit give practice in pronunciation – mainly sounds and word stress. These activities are recorded and provide models for repetition.

What about vocabulary?
Vocabulary development is systematic and the word list gives lesson-by-lesson coverage of all new words. Students are encouraged to develop and maintain their own vocabulary notebooks in the *To help you study* sections and many activities in the Student's and Activity books are provided to revise and extend vocabulary areas.

What about pair and group work?
Many of the activities are designed for students to do in pairs or small groups. Opportunities for pair and group work are pointed out in the Teacher's Book.

What about projects?
There is a project for each unit. These projects are intended to be used with the whole class after completing a unit. Alternatively, projects could be used for homework or as supplementary material with the more confident students in mixed-ability classes. The projects provide a valuable resource for student creativity, self-expression and language consolidation. Students are encouraged to make a **Sunrise File** based on different topics from the Student's Book. These files could be put into a hole-punched book to display in class.

What about the poems?
The poems have been specially written for **Sunrise 9**. They include examples of the grammar recently taught. They are designed for students to learn by heart to encourage them to revise and repeat the grammar they have learnt.

What about the Discoveries and Inventions lessons?
These optional lessons are designed to extend students' reading skills in areas of general historical and contemporary interest. There is a significant content of new and more technical vocabulary.

Activity Book

What's in the Activity Book?
Lessons 1–3 of each unit contain grammar, vocabulary and pronunciation activities. Lesson 4 develops reading, writing and study skills, and often includes a crossword for vocabulary consolidation. The Review contains more formal exercises in the style of the Cambridge exams to revise the unit language, and ends with a 'How good are you?' section inviting students to think about their progress in the unit.

How do I use the Activity Book?
The Activity Book offers many options. It can be used for homework or in class after completing a lesson in the Student's Book. Alternatively you may wish to do some or all of the activities as you proceed through the lesson. You may like to use the Review as a more (or less) formal test. The Activity Book answers are at the back of the Teacher's Book.

Teacher's book

What's in the Teacher's Book?
- Introduction
- Lesson notes including CD scripts and answers
- Brief lesson notes for the Discoveries and Inventions lessons
- Activity Book answers
- Grammar summary
- Word list

How do I use the lesson notes?
The lessons in the Student's Book are designed to be taught as they stand. All you need is the Student's Book and the CD. The lesson notes in the Teacher's Book offer you extra options: ideas to start your lessons, extra activities throughout the lesson and homework suggestions. The CD script and answers for each lesson are also provided. A quick look at the lesson notes before class will enable you to tailor your lesson to the particular group you are teaching without having to spend a long time on preparation. Similarly, the answers to the activities in the Student's Book and Activity Book can be given to students on the board if desired, cutting down on your time spent marking after class.

CDs

What's recorded on the CDs?
The CDs contain all the recorded listening material in the Student's Book and Activity Book, including grammar, pronunciation, review activities and the poems. Recorded items are indicated by a CD symbol in both the Student's and Teacher's Book.

The CDs are an important component of the course. Although, of course, you have the option of reading the texts yourself to your class we feel that students should get as much practice in listening to native speakers and in repeating the native speech patterns as possible.

Map of the Book

Welcome to Music Now!

Grammar
Present Simple
Present Continuous (revision)
Definite articles

Vocabulary
Clothes, colours; Physical description; Music; Kinds of music; Countries and location; Town facilities and attractions.

Useful Aid
- World map showing Kurdistan, Ireland, England, Canada, New Zealand, Brazil.

To start …
- Introduce yourself to the class. Say: *Hello, I'm …*
- Walk around the room introducing yourself to individual students.
- Encourage the students to introduce themselves to you. Use *Hello, I'm …* and *My name is …*
- If you wish, you can take a tennis ball into class with you.
- You throw the ball to a student who then introduces him/herself. They then throw the ball to another student who does the same.

1 Listen and Read

Aim: to revise present simple and present continuous and adverbial phrases of place (*on the right, in the middle,* etc.). To help students become familiar with the characters in the story.

- Explain that Music Now is an international music festival for young people, held in Edinburgh in Scotland.
- Play the CD to introduce the characters while students follow in their books.

CD script **CD1 Track 1**

Teenage voice	*Welcome to Music Now! – the music festival for young people from all round the world!*
Maddy	*Hi, I'm Maddy.*
Nelson	*I'm Nelson.*
Dana	*And I'm Dana.*
Annie	*Hello, my name is Annie.*
Dave	*My name is Dave.*
Jade	*And I'm Jade – my friends call me J!*

- Point to the photos and say *read and match.*
- Students read the text and write the names in their notebooks.
- Check round the class. Ask *Who's got short dark hair?* etc.

Answers

1 Dana	*2 Jade*	*3 Maddy*
4 Dave	*5 Annie*	*6 Nelson*

Extra activities
- Point to different characters and ask *Where's he/she from?*
- Ask about characters' clothes, e.g. *What's Maddy wearing?*

Ask and answer
- Ask e.g. *Where does Maddy come from?* and elicit the answer *She comes from Ireland.*
- Students ask and answer round the class.
- This is also suitable for pairwork.

Extra activity
- In pairs, one student closes his/her book and the other asks questions about the characters. Then they change roles.

2 Listen and Speak

Aim: to revise the present simple and to present and practise the definite article with musical instruments.

- Say *Listen to the instruments.*
- Play the CD. Students listen and point to each instrument as they hear it.
- Play the CD again and ask students to name the instruments.

CD script **CD1 Track 2**

1 drums	*2 guitar*
3 keyboard	*4 violin*

- Students use the box to make sentences about the people in the group.

Answers

Dave plays the guitar.
Jade plays the guitar.
Annie plays the keyboard.
Maddy plays the violin.
Nelson plays the drums.

Extra activities

- In pairs, one student closes his/her book and the other asks questions like *Who plays the keyboard?* Then they change roles.
- Students write four sentences from the box in their notebooks.

3 WRITE

Aim: to practise describing people – where they are and what they are doing.

- Ask the class e.g. *What does Dana look like?* Then ask about one of the girls.
- Students continue the activity in pairs.

4 GRAMMAR

Aim: to compare and contrast the present simple and present continuous.

- Students complete the chart.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD1 Track 3

Present simple

Jade comes from New Zealand.

*Maddy and Dave **come** from Europe.*

*Maddy **plays** the violin.*

*Jade and Dave **play** the guitar.*

Present continuous

*Dana **is** holding a microphone.*

*Dave **is holding** a guitar.*

*Jade **is wearing** white jeans.*

*Nelson is **sitting** in the middle.*

*Maddy and Dana **are standing** on the left.*

5 WRITE

Aim: to give written practice of the present simple and present continuous, and adverbial phrases of place.

- Go through the text about Annie with the class.
- Talk about one of the other characters in the same way.
- Students write about three of the other people in the photos.

Go to Activity Book Welcome Unit Activities 1 and 2

6 LISTEN AND READ

Aim: to give further practice of the present simple and continuous, and to revise the future with going to.

- Students read the speech bubbles and listen to Mike and Emma. Then they complete the paragraph about Mike and Emma.

CD script CD1 Track 4

Mike *I'm Mike Fraser, and this is my city. It's Edinburgh, in Scotland. Isn't it beautiful? I'm a student, and I've got a summer job on this newspaper. It's called MNX and, as you can see, it's about the Music Now festival. I'm 16 and I really like all kinds of music. I'm going to have a great time this week!*

Emma *I'm Emma Kitson. Like Mike, I'm 16 and a student. I live in London, but I'm staying in Edinburgh at the moment. I'm enjoying life in this fantastic city. I'm working with Mike on MNX, and I'm going to meet people from lots of different countries at Music Now. I'm really excited.*

- Check round the class.

Answers

1 16	*2 working*	*3 MNX*
4 Music Now	*5 Edinburgh*	*6 countries*

Extra activity

- Students close their books and see how much they remember about Mike and Emma.

7 SPEAK AND WRITE

Aim: to give students the opportunity to speak about their plans for the week using *going to …*

- Ask students the first question, *What are Emma and Mike going to do this week?* Ask students for as many different answers as possible.
- Tell students two or three things you are going to do this week.
- Ask two or three students what they are going to do.
- Students take turns to tell each other about their plans for the coming week.
- Students all write a paragraph about their plans. This is suitable for homework.

8 LISTEN AND SPEAK

Aim: to talk about musical likes and dislikes.

- Ask students for examples of the different kinds of music. They can refer to performers and composers and even imitate the different styles.
- Play the CD. Students listen and number the types of music in the order they hear them.
- Check round the class.
- Ask two or three students what kind of music they like.
- They ask you what you like.
- Students ask each other about what kind of music they like.

CD script and answers CD1 Track 5

1 jazz 2 samba 3 rock 4 classical 5 folk 6 reggae

9 WRITE

Aim: to read about Scotland and its capital, and to encourage students to describe a place in their own words.

- Read the Fact File with the class.
- Ask students about Kurdistan and Hawler.
- Students write a short description of the capital of their country, using the Edinburgh information as a model. This is suitable for homework.

Extra activities

- Give students a short time, e.g. two minutes, to look at the Fact File. Then they close their books and you ask quick-fire questions to check their memory. This can be a quiz or a team game.
- Pairs or groups can prepare a poster about an imaginary or ideal city. They tell the class about their city.

10 TO HELP YOU STUDY

Aim: to encourage students to record vocabulary systematically.

- Encourage students to bring small vocabulary notebooks to class.
- Discuss other suitable vocabulary topics.
- Students start their notebooks. Check the books from time to time.

Extra activities

- Students choose two of the people from activity 1 and write about them in the first person, e.g. *Hi, I'm Maddy. I'm from Ireland. I've got long curly hair and I'm wearing a blue skirt. I play the violin.*
- Guessing game. Students choose a character, including Mike and Emma. They give a fact about that person and see if the other students can guess/remember who it is. If not, they give another fact. The person who guesses chooses the next character. This can also be played as a team game.

Homework

- Students bring their vocabulary notebook up to date.
- Students find photos of a male and a female, e.g. in a magazine, or family photos, and write descriptions of the two people, mentioning their names, ages (if known), physical description, where they are from (if known), and what they are doing in the photo.

Go to Activity Book Welcome Unit Activities 3–9
Grammar Summary p98

1 Music Now!

Lesson 1 *She's the one who's got a suitcase.* Student's Book p8

Grammar
Relative pronoun: *who*
Relative adverb: *where*

Vocabulary
Facilities; Jobs.

To start …

- Write these questions on the board: *Have you go a brother? Do you like football? Where do you live?*
- Ask individual students to answer a question.
- After you have asked a few students the questions, ask the class: *Who has got a brother? Who likes football?* etc.
- The students try and remember the name of the student who had a brother etc. They answer using the name of the student only.
- After each answer, you confirm by saying: *Yes, … is the one who's got a brother.*

1 Listen and Read

Aim: to teach the relative pronoun *who* and relative adverb *where*.

- Point to the photo of Vanessa and say *This is Vanessa.* Then point to Maddy and ask *Who's this?*
- Play the CD of the first section. Students listen and follow in their books.
- Play it again, sentence by sentence, for students to repeat. They do this in two groups, one group taking each part.
- Ask *Who telephoned in the morning? Where can Maddy get coffee? Who's organising the festival?*
- Go through the second section in the same way Then ask *Who's Dave looking for? Where is the festival organiser?* Students identify him in the photo.

CD script **CD1 Track 6**

Maddy *Hello, I'm Maddy Cullen, from Ireland.*
Vanessa *How do you spell your surname?*
Maddy *C–U–double L–E–N.*
Vanessa *Ah, yes, I remember. You're the person who telephoned this morning. You're in room 407. Can you fill in this form, please?*
Maddy *Sure! It's really big here! I expect there's a place where I can get a cup of coffee, but I can't find it.*
Vanessa *There's a café on the first floor, and the coffee's not bad.*
Dave *Excuse me. I'm looking for a place where I can leave my guitar.*
Vanessa *Sorry, I don't know. Ask Rob Townsend – he's the man who's organising the festival.*
Dave *Where can I find him?*

• • •

Read

Emma *Hi, I'm Emma. I'm a reporter for MNX.*
Dave *Hello, my name's Dave. Pleased to meet you.*
Emma *Nice to meet you too. Are you looking for someone?*
Dave *Yes, I'm looking for Rob Townsend.*
Emma *He's the man in the suit who's standing by the door.*
Dave *Oh, great. Thank you!*

Answer

Rob is second from the left in the photo.

Extra activities

- Students act out the dialogue in groups of four.
- Ask about the characters, e.g. *Who's wearing a Music Now T-shirt? Who's carrying a guitar?* etc.

2 Listen and Speak

Aim: to listen for specific information; to practise the relative pronoun *who*.

- Students read the five descriptions, or you can go through them with the class. Students look at the photo and guess who the people are.
- Play the CD. Students listen and note the answers.

Ask and answer

- Check by asking *Which one is …?*

CD script and answers **CD1 Track 7**

Excuse me, can you help me? I'm looking for Rosanna, the singer from Spain.
She's the one who's wearing a black dress.

Excuse me, can you help me? I'm looking for Emma, the photographer from MNX.
She's the one who's carrying a camera.

Excuse me, can you help me? I'm looking for Mungo, the disc jockey from Glasgow.
He's the one who's talking to Rob Townsend.
Excuse me, can you help me? I'm looking for Maddy, the musician from Ireland.
She's the one who's got a suitcase.

Excuse me, can you help me? I'm looking for Dave, the guitarist from Liverpool.
He's the one who's wearing a red jumper.

3 Grammar

Aim: to explain and practise the relative pronoun *who* and the relative adverb *where*.

- Students copy and complete the chart in their notebooks
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD1 Track 8

Who and where

Rob is the man ***who*** *is near the door.*

He's the person ***who*** *can help you.*

A shop is a place ***where*** *you can buy things.*

A café is a place ***where*** *you can get coffee.*

4 Write and Speak

Aim: to give further practice with the relative pronoun *who*.

- Students read and match.
- They write the complete sentences in their notebooks.
- Check round the class.

Answers

1d 2b 3f 4a 5e 6c

Extra activity

- Students talk about people in their family or the class, e.g. *My mother is the person who cooks the meals. My sister is the person who is studying to be a doctor. Nasreen is the one who is best at English,* etc.

Go to Activity Book Unit 1 Lesson 1 Activities 1–3

5 Pronunciation

Aim: to identify and practise stress in words with three or four syllables.

- Play the CD. Students listen and repeat.
- Play it again. They mark the stress, as in the example.
- Check round the class.

CD script and answers CD1 Track 9

fes*tival* ***mus****ical* *mu****si****cian* ***pho****tograph*
*pho****to****grapher* ***po****pular* *re****cep****tion* *re****por****ter*

6 Read and Speak

Aim: to practise the relative adverb *where*.

- Go through the Festival Village Information with the class.
- Students read the sentences and write the answers.
- Check round the class, making sure students give full answers, e.g. *The café is a place where you can get snacks and drinks,* etc.

Answers

1 the café
2 the health centre
3 the self-service restaurant
4 the bus stop (outside the main entrance of the Village)
5 the television room

Ask and answer

- Ask the question. Students say the answer together.
- Then ask further similar questions.
- Students continue the activity in pairs.

7 Write and Speak

Aim: to practise the relative pronoun *who* and the relative adverb *where*.

- Give students a time limit, e.g. five minutes, to write the definitions in their notebooks.
- Students read their definitions to the class. See how many definitions there are for each word.
- This can also be done in groups or as a team.

Homework

- Students bring their vocabulary notebooks up to date.
- Students write an information sheet about the school or about their town.

Go to Activity Book Unit 1 Lesson 1 Activities 4–6
Grammar Summary p98

1 Lesson 2 *I love making new friends.* Student's Book p10

Grammar

-ing forms

so/neither + auxiliaries

Vocabulary

Leisure and routine activities.

To start …

- Cut out some activity pictures from a magazine, e.g. playing football, cooking, eating, using a computer.
- Put them up on the board at the front of the classroom.
- Point to the first picture. Say: *I like playing football.*
- Point to the next picture. Say: *I don't like cooking.*
- Divide the class into four groups. Ask them to use the pictures on the board and their own ideas to find one thing they all like doing and one thing they don't like doing.

1 Listen and Read

Aim: to teach the grammar.

- Look at the photo. Point to different characters, asking *Who's this? What's he/she doing?* etc.
- Play the CD. Students listen and follow.
- Play it again to give pronunciation and repetition practice.
- Students read the dialogue aloud.

CD script **CD1 Track 10**

Emma *Hi! I'm Emma, and this is Mike. We're from MNX, the festival newspaper. Can we ask you some questions?*

Jade *Sure.*

Dave *Go ahead.*

Mike *We're doing an article about people's likes and dislikes. So what three things do you like doing most?*

Jade *Mm. That's easy! I like playing the bass guitar, of course. And I love making new friends.*

Dave *Yes, so do I.*

Jade *And I'm interested in discovering new places, so I really like sightseeing.*

Dave *Do you? I don't! I can't stand looking at old buildings.*

Jade *Well, what do you like then?*

Dave *I love playing and singing, and I don't mind practising the guitar.*

Emma *Smile, please.*

[sound of bagpipes playing]

Jade *Oh, who's that?*

Mike *He's a piper – he's playing the bagpipes. They're Scottish, but to tell you the truth I don't really like them.*

Jade *Neither do I! Why is he wearing a skirt?*

Mike *It isn't a skirt! It's a kilt!*

Jade *I'm only joking! I know it's a kilt.*

Complete the sentences.

- Students re-read the dialogue and complete the sentences.
- Check round the class.

Answers

1 *likes*	2 *loves*
3 *discovering new places*	4 *doesn't like*

Look!

- Draw attention to the structures in the Look! box.

Extra activities

- Students go through the dialogue and pick out all the verbs and expressions which are followed by *-ing*: *(don't) like, love, be interested in, can't stand, don't mind, be good at*.
- Students make sentences with four to six of the verbs + *-ing*.

2 Read and Write

Aim: to practise using *-ing* forms.

- Students read the article silently.
- They correct the mistakes.
- Check round the class.

Answers

He loves making new friends.
He loves playing and singing.
He can't stand looking at old buildings.
He doesn't mind practising the guitar.

Go to Activity Book Unit 1 Lesson 2 Activities 1 and 2

3 Grammar

Aim: to present and practise the *-ing* form with *so/neither* + auxiliaries.

Teaching point: The verb *to love*. *Love* has two different meanings. *A husband loves his wife. I love my parents.* = a strong emotional attachment. But *I love listening to music. I love football.* = like very much.

- Students read the sentences and find the correct responses.
- Play the CD. Students listen and check.
- Check round the class. Draw attention to the fact that positive statements are followed by so and negative ones by *neither*, and that the auxiliary verb is the same in the response as in the statement.

CD script and answers CD1 Track 11

Agreeing

1	*I love travelling.*	*b) So do I.*
2	*I can't stand being late.*	*c) Neither can I.*
3	*I don't mind cooking.*	*d) Neither do I.*
4	*I'm interested in Scottish dancing.*	*a) So am I.*

Extra activities

- Make up similar statements for students to agree with.
- Students continue the activity in pairs.

4 Listen and Speak

Aim: to listen for specific information; to talk about likes and dislikes using the *-ing* form.

- Students look through the chart. They may copy it into their notebooks.
- Play the CD. Students listen and complete the chart.
- Check round the class.

CD script CD1 Track 12

Mike *My favourite TV programmes are cartoons. I love them.*
Emma *So do I.*
Mike *I don't mind getting up early.*
Emma *Neither do I.*
Mike *I love cooking.*
Emma *Do you? I don't. I can't stand it!*
Mike *I don't mind listening to the bagpipes.*
Emma *Neither do I.*
Mike *I can't stand washing up.*
Emma *Can't you? I don't mind it.*
Emma *I love going to parties.*
Mike *So do I.*
Emma *I don't mind doing my homework.*
Mike *Don't you? I do. I can't stand it.*
Emma *I can't stand tidying my room.*
Mike *Neither can I.*
Emma *I love going shopping.*
Mike *Do you? I don't. I can't stand it.*

Answers

	Mike	***Emma***
watching cartoons	✓	✓
getting up early	*OK*	*OK*
cooking	✓	✗
listening to the bagpipes	*OK*	*OK*
washing up	✗	*OK*
going to parties	✓	✓
doing homework	✗	*OK*
tidying my room	✗	✗
going shopping	✗	✓

- Read the speech bubbles about Mike and Emma with the class.
- Students make more sentences about Mike and Emma.

Extra activities

- One student closes his/her book. The other chooses an activity, e.g. cooking. The first student tries to remember what Mike and Emma feel. Then they change roles.
- Students write sentences about Mike and Emma.

Go to Activity Book Unit 1 Lesson 2 Activities 3–5

5 Speak and Write

Aim: students talk about themselves using *-ing* forms.

- Tell students how you feel about some of the items in the chart.
- Then ask two or three students how they feel about other items.
- Students continue asking and answering in pairs.
- They write five sentences in their notebooks about other students.

6 Pronunciation

Aim: to practise the stress and intonation of the new grammar.

- Play the CD. Students listen and repeat.
- Students underline the stressed words.

CD script and answers CD1 Track 13

I love playing and singing.
So do I.
Do you? I don't.
I can't stand sightseeing.
Neither can I.
It isn't a skirt. It's a kilt.

7 GAME: Agreement Tennis

Aim: to practise the use of *so/neither.*

- Make sure students understand the game.
- They play in pairs or teams, taking turns to make statements and respond.

8 WRITE

Aim: students write about themselves using *-ing* forms.

- Students write an article about themselves like the one in activity 2. This is suitable for homework.

Homework

- Students bring their vocabulary notebooks up to date.
- Students interview two members of their family, or friends from outside school, and write an article about their likes and dislikes. One can be in the first person and one in the third person.

Go to Activity Book Unit 1 Activities 6 and 7
Grammar Summary p99

Grammar
Present continuous: future arrangements (revision)
Making suggestions: *Why don't you/we …?*

Vocabulary
Schedules and itineraries.

To start …

- Before the lesson, draw a timetable on the board. Down one side put the days of the week and at the top put *Morning, Afternoon, Evening.*
- Fill in the timetable with interesting activities that the students know in English.
- In today's slot write *English with class___* .
- Ask the class to look at your timetable.
- Point to today. Ask: *What am I doing now?*
- Encourage the students to answer: *You are teaching English.*
- Point to tomorrow morning. Ask: *What am I doing tomorrow morning?* Say: *I am …*
- Repeat this with another day in the future and encourage the students to answer using the present continuous.
- Keep a copy of your timetable for Unit 2, Lesson 2.

1 Listen and Read

Aim: to revise the present continuous for future arrangements, and questions with *How long …?*

- Students read the questions.
- They find the answers in the festival programme.
- Check the answers round the class.

Answers

2 *Maddy is playing the violin at half past seven on Monday evening.*
3 *Nelson Costa and Papagaio are playing at seven o'clock on Friday evening.*
4 *Dana is singing at 7.30/half past seven on Thursday evening.*
5 *The musicians are visiting the castle at 12.15/quarter past twelve on Monday.*
6 *They are spending two hours at the sports centre.*
7 *On Thursday night they are walking round Edinburgh and discovering the city's mysteries.*
8 *They are leaving for the Highlands at eight o'clock on Saturday morning.*
9 *They are staying in Inverness for one night.*

2 Listen and Speak

Aim: to listen for specific information, and talk about changes to future arrangements.

- Students look through the programme again.
- Play the CD. Students listen and note down five changes.
- Check round the class.

CD script and answers CD1 Track 14

Rob *All right, listen everyone. Can you all hear me? Now I want to tell you about some small changes to the programme this week. First, this evening, Maddy Cullen is playing at seven o'clock, not at 7.30. So don't be late! Tomorrow there's a visit to Holyrood Palace and now that starts at two o'clock instead of three o'clock. Two o'clock for the visit to Holyrood Palace. On Thursday evening, Dana Azad is singing at eight o'clock – not at half past seven. On Saturday morning, the coach for the Highlands is leaving at seven o'clock in the morning. Sorry about that! And finally the party on Sunday evening, is starting later than it says in the programme – the party is starting at 8.30. OK? Now have a wonderful week at the Festival. If you have any problems, come and talk to me.*

Ask and answer

- Go through the questions and answers with the class.
- Students take turns to ask and answer questions about the programme.

Go to Activity Book Unit 1 Lesson 3 Activity 1

3 Grammar

Aim: students practise making suggestions using *Why don't you/we …?*

- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.

CD script and answers CD1 Track 15

Why don't you visit the Sports centre on Wednesday?

***Why** don't you try something more adventurous?*

*Why **don't** you come and watch Maddy Cullen?*

***Why don't you** come on a sightseeing tour of Edinburgh?*

***Why don't** we meet again later?*

Go to Activity Book Unit 1 Lesson 3 Activity 2

4 Listen

Aim: to listen for specific information; to revise the present continuous for future arrangements + sequencing adverbs.

- Go through the instructions with the class.
- Play the CD. Students listen and put the events in the correct order.
- Check round the class.

CD script CD1 Track 16

Mike *Jade, tell me, what are you and the band doing after the festival?*
Jade *We're going on a World Tour!*
Mike *Really! Which countries are you going to?*
Jade *First we're visiting Spain for a week and we're going to Madrid and Barcelona.*
Mike *Great!*
Jade *And next we're travelling to Greece.*
Mike *How long are you staying there?*
Jade *For four days. Then we're flying to Australia.*
Mike *Australia!*
Jade *Yes. We're spending two weeks there.*
Mike *What, in Sydney?*
Jade *Yeah, we're performing in Sydney, but we're visiting lots of other places too.*
Mike *Wow!*
Jade *And after that we're going to Brazil for a week!*
Mike *Oh, that's brilliant!*
Jade *Yes, and finally, on the way home, we're stopping in the USA!*
Mike *And how long are you staying there?*
Jade *We've got 24 hours in San Francisco.*
Mike *You're lucky! It sounds fantastic!*
Jade *Yes, we can't wait! But then we're returning to New Zealand and the next day – guess what!*
Mike *What?*
Jade *We're going back to school!*

Answers

e c a f b d

Complete the timetable.

- Students now complete the timetable, writing the arrangements in the correct order.
- Check round the class.

Answers

1st August	*Visit Spain.*
8th August	*Travel to Greece.*
12th August	*Fly to Australia.*
1st September	*Go to Brazil.*
8th September	*Stop in the USA.*
9th September	*Return to New Zealand.*

5 Speak

Aim: to practise the present continuous for future arrangements and to ask and answer questions with *How long …?*

- Ask the two example questions, and ask students to give you the answers.
- In pairs, students take over the questioning.

Extra activity

- Students imagine that Jade's plans have changed. They write a new timetable. They take turns to ask questions and find out the new timetable.

Look!

- Draw attention to the words in the Look! box. These will not be new for the students, but this is a good revision opportunity.
- Students talk about Jade's timetable, using the sequencing words.

6 Write

Aim: to revise sequencing words to talk about future arrangements.

- You may wish to go through this round the class first.
- Students write the complete article in their notebooks. This is suitable for homework.

Answers

1 *First they're visiting Spain.*
2 *Next they're travelling to Greece.*
3 *Then they're flying to Australia, and*
4 *after that they're going to Brazil.*
5 *Finally they're stopping in San Francisco, USA.*
6 *They're returning to New Zealand on 9th September …*

7 Pronunciation

Aim: to distinguish between the sounds /n/ and /ŋ/.

- Play the CD. Students listen and repeat.
- Students write the words under the correct sound.

CD script CD1 Track 17

sing singing thing
English language hungry

- Play the second part of the CD. Students listen and check.

Answers

doing	*long*	*ring*
finger	*kangaroo*	*longer*

8 Write

Aim: to use the grammar in discussion and writing.

- Students talk about what's happening this week in pairs or small groups.
- Students make notes.
- Invite some students to tell the class what's happening.
- Students write sentences in their notebooks. This is suitable for homework.

Homework

- Students write their arrangements, real or imaginary, for next week. They use sequencing words, times, dates, etc.

Go to Activity Book Unit 1 Lesson 3 Activities 3–7
Grammar Summary p99

 What makes you angry?

Vocabulary
Personal information.

To start …
- Put a picture of a famous person on the board.
- Tell the students that they are going to interview this person.
- In pairs, the students think of five questions they would like to ask the person.
- Ask some of the pairs to tell the class their questions.
- Each pair then joins with another pair and they ask and answer their questions.

Reading

1 **Aim:** to read and connect ideas to complete an interview.

- Students read through the interview with Jade.
- They complete Jade's answers with the appropriate sentences.
- With a less confident class, start the exercise with the whole group.
- Check round the class.

Answers

1c 2e 3b 4a 5d

Extra activity
- Students can read and act out the interview in pairs.

2 **Aim:** to read and correct ideas; to match questions with answers.

- Ask students to read Dana's answers and provide appropriate questions. If necessary, point out that students can find similar questions in Jade's interview with MNX.
- Check round the class. Do this by encouraging pairs of students to give the question and answer.

Listening

3 **Aim:** to listen for specific information and correct personal information.

- Students read through the profile. Check their understanding.
- Play the CD. Students follow, listening for mistakes.
- Check round the class.

CD script CD1 Track 18

Emma *Tell us about your band.*
Dave *There are four of us, three guitars and drums. We're from Liverpool and we play a lot of 60s music.*
Emma *What do you think of Edinburgh?*
Dave *It's great isn't it? Lots of friendly people.*
Emma *What makes you laugh?*
Dave *All kinds of jokes – I laugh at everything.*
Emma *And when did you last cry?*
Dave *I never cry!*
Emma *What words best describe you?*
Dave *Oh, that's difficult. Noisy, I think, and I like being with people.*
Emma *What's your idea of a good friend?*
Dave *Mm. Someone who shares things, I think.*
Emma *Have you got any bad habits?*
Dave *Yes – I always eat too fast.*
Emma *What's your room like?*
Dave *It's full of CDs.*
Emma *What kind of music do you like?*
Dave *I like listening to anything from the 60s, especially The Beatles. I'm a real Beatles fan.*
Emma *What do you do in your free time?*
Dave *I love playing football, and I often play basketball too.*
Emma *Thank you very much for talking to us.*

Answers

There are four people in the band, not five – there's no pianist.
Dave never cries.
He's not quiet and he doesn't like being alone: he's a noisy person who likes being with people.
His room is full of CDs, not guitars.
He plays basketball, not baseball.

Go to Activity Book Unit 1 Lesson 4 Activities 1 and 2

Speaking

4 **Aim:** to ask and answer questions about personal information.

- With a less confident class, prepare the questions first. (Tell them to ignore questions about *Cascade* and Edinburgh.)

• Depending on time and space, students work with a partner, or go round the class choosing people to interview. Make sure they all ask and answer at least twice.
• Students note the answers in their notebooks.

Writing

5 **Aim:** to write a personal profile using notes.

• Students re-read the profile of Dave. If necessary, point out that it is written in the third person.
• Students write a profile based on their notes. This is suitable for homework. Check their notebooks.
• If time, students may write their profile on a sheet of paper with a photo or picture of the person. Display their work.

To Help You Study

6 **Aim:** to practise idiomatic expressions.

• You may first ask students to find the expressions in the unit.
• Play the CD. Students listen and repeat.
• Check their understanding.

CD script CD1 Track 19

Sure.
Pleased to meet you.
Go ahead!
To tell you the truth …
I'm only joking!
Guess what!
Don't ask!

Extra activity

• In pairs or groups, students choose four of the phrases and make up situations or short dialogues for them. Invite as many pairs or groups as possible to perform for the class.

7 **Aim:** to guess the meaning of words from context.

• Go through the text with the class.
• Pick some words and expressions from the unit for students to work on in the same way, e.g. *capital city, independent, Scottish accent* (p7); *ground floor, contact* (p9); *article, sightseeing, piper* (p10);

Extra activities

• Spelling game. Choose words from the unit for students to spell. This can be a whole class activity, or a team game, with teams choosing words for their opponents to spell.
• Students write a short dialogue with a real or imaginary famous person, asking about their future arrangements. They act out their dialogue with a partner, for the class.
• In groups, students use all the expressions from activity 6 in a dialogue. It should be as short as possible! Each group performs for the class. Vote on who is best.

Homework
• Students bring their vocabulary notebooks up to date.
• Students interview a friend or relative using questions from Jade's interview. Then they write a profile of the person. They can do the interview in Kurdish but the writing must be in English!

Go to Activity Book Unit 1 Lesson 4 Activities 3–6
Grammar Summary p99

1 Read and complete

Answers

1 comes 2 have 3 are going 4 lives
5 knows 6 comes 7 is staying

2 Read and complete

Answers

1 enjoying 2 working 3 loves 4 to write
5 watches 6 going 7 having 8 hates
9 shopping 10 talking 11 writing 12 working
13 to be

3 Complete

- Students complete the sentences.
- If there are problems, remind students that who goes with people and where with places.

Answers

1 piper/who 2 airport/where
3 castle (or palace)/where 4 guitarist/who
5 band/who 6 kitchen/where
7 friend/who 8 disco/where

4 Ask and answer

- Students take turns to ask and answer questions.

Answers

Dana doesn't mind practising. He hates getting up early. He doesn't mind going to parties. He loves flying. Rosanna doesn't mind dancing. She loves practising. She doesn't mind getting up early. She loves going to parties. She hates flying.

- Finally they write a summary of each character's likes and dislikes.
- Check their books. Students may read their summary aloud.

Extra activities

- Students complete the chart for themselves.
- They take turns to ask each other about the chart.
- They write a profile of their partner.

5 Write sentences

Answers

1 Mike is a reporter and so is Emma.
2 We are students and so are they.
3 Mike doesn't like really bagpipes and neither does Jade.
4 Maddy doesn't live in Edinburgh and neither do we.
5 Dave plays the guitar and so does Jade.
6 I speak English and so do you.
7 Dave doesn't mind practising and neither does Annie.
8 Emma can't speak Spanish and neither can Mike.

6 Make suggestions

Answers

1 Why don't you go to bed?
2 Why don't you eat something?
3 Why don't we go to the cinema?
4 Why don't you buy a new one?
5 Why don't we have a picnic?

7 Correct these sentences

- This may be done round the class or in writing.
- Check round the class.

Answers

1 takes (not makes) 2 the one
3 can't stand 4 doesn't mind
5 How long (not How long time) 6 on Saturday night

8 Find the odd word

- This can be used as a quick test or as a game.
- Students should explain why the words are odd.

Answers

1 singer (The others work in the medical profession.)
2 microphone (The others are musical instruments.)
3 singer (The others are types of music.)
4 camera (The others are clothes.)
5 travel (The others are means of travel.)

Extra activity

- Students make up their own odd-word exercise and give it to their partner/the rest of the group.

9 Spelling

- Start this off with the whole class.
- Students list up to ten words and take turns to test each other.
- Check who gets the most words right.

10 Puzzle

- If students have not come across this type of puzzle, draw the chart on the board and go through it, or start it, with the whole class.
- Otherwise students work alone or in pairs.
- Check round the class.

Answers

Name	*Country*	*Job*
Anna	*Canada*	*doctor*
Bruce	*Spain*	*musician*
Colin	*Australia*	*teacher*
Diana	*Hungary*	*dentist*
Edward	*Brazil*	*reporter*

Extra activity

- Ask about the people, e.g. *Who's Anna? She's the one who lives in North America,* etc.

Go to Activity Book Unit 1 Review Activities 1–5

Lesson 1 *Could you tell us the way …?* Student's Book p20

Grammar
Object pronouns
Can/Could …?
Verb + indirect and direct object
Verb + infinitive

Vocabulary
Directions; Invitations.

To start …

• Prepare some things for the students to do, e.g. give out books, open/close a window, move a chair, close the door, tell you the time.
• When the students are all sitting down, tell one of the more confident students to do something. Say: *Close the window, please.*
• Repeat this with the other activities you prepared.
• In pairs, the students think of one thing to tell other students to do.
• When everyone has finished, ask a few of the pairs to give instructions to individual students.

1 Listen and Read

Aim: to teach the grammar and to match words and pictures.

• Play the CD of the first section. Students listen and follow.
• Play it again. Students listen and repeat.
• Do the same for the other two sections.
• Students match the photos and text.
• Check round the class.

CD script CD1 Track 20

Maddy *Dave, are you coming? We're leaving for the sightseeing tour in five minutes!*
Dave *I don't want to go sightseeing. I can't stand old buildings.*
Maddy *But I'd like to see the castle.*
Dave *Oh … I can show you the castle – I know my way around Edinburgh. Would you like to come with me?*
Maddy *I'd love to! Let's go!*
Dave *In a minute. Take it easy.*
• • •
Maddy *You don't know your way around Edinburgh at all! We're lost!*
Dave *Hang on. Give me the map. Yes, we need to turn right …*
Maddy *Excuse me, could you tell us the way to the castle, please?*
Woman *Yes, of course. Turn left here and go straight ahead. You can't miss it.*
Maddy *Thank you very much. Come on, Dave!*
• • •
Maddy *Oh look! There's Dana and Rosanna!*
Dave *Where?*
Maddy *On the bus. Quick, can you lend me your camera? I want to take a photo of them.*
Dave *Do you want to walk up to the castle now?*
Maddy *No, thanks! I'd like to get on the bus!*

Answers
1a 2c 3b

Extra activity
• Students read or act out the dialogue in groups.

2 Write

Aim: to practise using object pronouns.

• You may wish to go through this round the class first.
• Students complete the sentences.
• Check round the class.

Answers
1 them 2 us 3 me 4 her 5 you 6 him 7 it

Extra activity
• Students look through the text and find all the object pronouns.

3 Speak

Aim: to make requests with *can/could.*

• Go through the first request with the class.
• Then students make further requests, round the class or in pairs.

Teaching point: tell students that *Could you …?* Is sometimes more polite that *Can you …?*

Answers

1 *Can/Could you tell me your name, please?*
2 *Can/Could you give me a hand, please?*
3 *Can/Could you tell me the time, please?*
4 *Can/Could you tell/show me the way to the station, please?*
5 *Can/Could you lend me your calculator, please?*
6 *Can/Could you show me the photo, please?*

• Students now take turns to make and answer requests.

Go to Activity Book Unit 2 Lesson 1 Activities 1–3

4 GRAMMAR

Aim: to present and practise verb + infinitive structures.

• Students copy and complete the chart in their notebooks.
• Play the CD. Students listen and check.
• Check round the class.

CD script and answers CD1 Track 21

Verb + infinitive

I'd like to see the castle.

I'd love to come with you.

I want ***to take*** *a photo.*

We need ***to turn*** *right.*

Extra activity

• Students check the text for verbs followed by an infinitive.

Go to Activity Book Unit 2 Lesson 1 Activity 4

5 PRONUNCIATION

Aim: to hear and practise correct intonation for requests and answers.

• Play the CD. Students listen and mark up and down arrows.
• Play it again for students to repeat.
• You may need to point out that requests use rising intonation while answers use falling intonation.

CD script and answers CD1 Track 22

1 *Would you like to come with me? [up]*
2 *I'd love to. [down]*
3 *Could you tell us the way, please? [up]*
4 *Yes, of course. [down]*
5 *Can you lend me your camera? [up]*

6 READ AND SPEAK

Aim: to re-order a conversation and to practise using verb + infinitive structures.

• In pairs students put the conversation into the correct order.
• Play the CD. Students listen and check.
• In pairs students read the correct dialogue aloud.

CD script and answers CD1 Track 23

Emma	*Would you like to go to the cinema this evening?*
Jade	*I'm sorry, I can't. I'm going to a party.*
Emma	*Well, would you like to go tomorrow evening?*
Jade	*Tomorrow? Yes, I'd love to. What's on?*
Emma	*There's The X-Files, with Gillian Anderson.*
Jade	*Hm, I don't like her much. I don't want to see that.*
Emma	*Or there's Loch Ness – a film about the monster.*
Jade	*Oh, great! I'd like to see that!*

7 WRITE

Aim: to complete and reply to an invitation.

• Students choose an event from the list and write an invitation to a friend.
• Then they each write an invitation on a piece of paper, following the invitation in the book.
• Collect all the papers and redistribute them.
• Students write their own reply following the answer in the book. They can accept or decline.
• Several students read their invitations and replies.

Homework

• Students write a short letter inviting a friend to come and stay. They give dates and details of two or three events they can go to.

Go to Activity Book Unit 2 Lesson 1 Activities 5–6
Grammar Summary p99

Lesson 2 *What did Sean Connery do?* Student's Book p22

Grammar
Past simple: affirmative and *Wh-* questions
Prepositions of direction

Vocabulary
Tourist attractions; Past experiences.

To start …

- Put your timetable from Unit 1, Lesson 3 on the board.
- Point to today. Say: *Today I am …* Ask: *What did I do yesterday?* Point to yesterday on the timetable.
- Encourage the students to tell you what you did yesterday.
- Ask an individual student: *What did you do yesterday?*
- Ask a few more students. Then ask: *What did Maddy, Dave, Dana and Rosanna do in the last lesson?*

1 Listen and Read

Aim: to revise the past simple affirmative and *Wh-* questions.

- Play the CD to introduce the guidebook extracts and for help with pronunciation. Students read the guidebook extracts and Maddy's letter to her sister.

CD script CD1 Track 24

The Royal Mile

The Royal Mile is an old street in the centre of Edinburgh. It goes from Edinburgh Castle to Holyrood Palace.

Gladstone's Land is an old house near the castle. It is over 350 years old and has six floors. Some older houses had ten floors, and were the world's first skyscrapers! The houses were very close together with dark, narrow paths between them.

Walk down the Royal Mile from Gladstone's Land, and you come to another interesting old house. Deacon Brodie lived here over two hundred years ago. Brodie was a well-known man in Edinburgh. In the day he made furniture. But at night he had another secret job – he was a burglar and stole things from other people's houses!

Walk further along the Royal Mile, and you come to the Bakehouse on the left. In 1851, 230 people lived in this small house! It was very crowded and dirty.

The famous film star, Sean Connery, lived in Edinburgh when he was young. He delivered milk to people's houses from a horse and cart.

- Then students answer the questions.
- Check round the class.

Answers

1 *At one o'clock every day.*
2 *In 1861.*
3 *Near the castle.*
4 *Over two hundred years ago.*
5 *He made furniture.*
6 *Deacon Brodie was. (At night.)*
7 *He delivered milk to people's houses.*

2 Grammar

Aim: to practise the past simple with *Wh-* questions.

- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD1 Track 25

Past simple: Wh- questions

*When **was** the last time I wrote to you?*
*When **was** the first time they fired the gun?*
*Who **was** a burglar?*
*What **did** the young Sean Connery do?*
*Where **did** Deacon Brodie live?*

Extra activity

- Students ask and answer other *Wh-* questions, about the text or anything else.

Go to Activity Book Unit 2 Lesson 2 Activities 1–3

3 Pronunciation

Aim: to listen to and say dates in English.

- Students first look at the five dates.
- Play the CD. Students listen and repeat.
- Play the next section. Students write the dates they hear.
- Play it again for them to check.
- Check round the class. Students read out the dates.

CD script and answers CD1 Track 26

1861 1994 1512 1702 2000
…
1812 1930 1665 1905 1000

Extra activity

Teaching point: Note: it has become conventional to say the dates 2001 – 2009: *two thousand and one,* etc. 2010 will probably be said*: twenty ten.*

- Dictate more dates. Students write and then say them.

4 Read and Speak

Aim: to re-order a conversation and to practise asking and answering *Wh-* questions.

- In pairs students put the conversation into the correct order.
- Check by letting two or three pairs read the dialogue aloud.

Answer

Maddy *When was the last time you visited Edinburgh?*
Dave *A long time ago! I think I was about nine years old.*
Maddy *And the last time?*
Dave *Last year. I know the city really well.*
Maddy *So why did we get lost?*
Dave *Because the map was wrong.*
Maddy *I don't believe you!*

Extra activity

- Students act out the dialogue in pairs.

Ask and answer

- Ask several students the question in the first speech bubble.
- Students ask you the questions.
- Then they take turns to ask and answer in pairs. They need not tell the truth.
- Treat the next set of questions in the same way.

Extra activity

- They write three sentences about first times and three about last times they did something.

5 Listen and Speak

Aim: to listen to a description of a tour and follow it on a map.

- Students look at the map and read place and street names.
- Play the CD. Students listen only.
- Play it again. Students follow the route on the map.
- Check by holding up your map and tracing the route, or letting a student do so.

CD script CD1 Track 27

Jade *The tour started on Waverley Bridge, opposite the railway station. The bus went along Princes Street and we saw all the shops. At the end of Princes Street we turned left into Lothian Road and then left again. The bus went along the Grassmarket and through the old town. We turned right and went up a hill called Johnstone Terrace to the castle. The bus stopped near the castle and we got off, and looked around. Then we got on the bus again and went down the Royal Mile. We went past Gladstone's Land and Deacon Brodie's house. Near the end of the Royal Mile we saw the Bakehouse. The bus went past Holyrood Palace and then turned left into Regent Road, and we were soon back at Waverley station.*

Look!
Teaching point: we often use *up* and *down* when there is no hill involved. E.g *She walked* ***up/down*** *the road to the shops.* Here *up/down = along.*

- Go through the words in the box.
- Students use them in sentences.

Extra activities

- Ask where different places are on the map.
- Ask how to get from one place to another.
- Students ask and answer similar questions in pairs.

6 Write and Speak

Aim: students give directions to and from places they know.

- You may like to prepare a set of directions with the class.
- In pairs students write directions.
- They read their directions to other pairs who guess the place.

Extra activity

- Students each prepare a simple town plan. They give their plan to their partner and give directions. The partner says where he/she has arrived.

Homework

- Students write a description of a real or imaginary visit to a place, like Jade's description of the sightseeing tour of Edinburgh.

Go to Activity Book Unit 2 Lesson 2 Activities 4–7
Grammar Summary p99

2 Lesson 3 *Happy birthday, Dana!* **Student's Book p24**

Grammar

Past simple: questions and negative (revision)

Expressing hope

Vocabulary

Famous people and places.

To start …

- Ask individual students when they started school. Ask: *When did you start school?*
- Tell students when you started school.
- In pairs, students think of two more questions about the past to ask you or other students.
- Go round the class and ask some of the pairs to tell you their questions.

1 Listen and Read

Aim: to introduce *hope*. To revise the past simple with irregular verbs, and to read about past events.

- Play the conversation on the CD
- Students correct the sentences.

CD script CD1 Track 28

Dana *So what are you two doing today?*
Maddy *We're going to visit Holyrood Palace. Aren't you coming?*
Dana *Er … No. I'm not.*
Nelson *Why not?*
Dana *Well, I've got to stay here today. I'm waiting for a phone call from my parents.*
Maddy *Oh, there's nothing wrong, is there Dana?*
Dana *No, no … not at all. It's just that … It's my birthday!*
Maddy *Oh Dana, happy birthday!*
Dana *Thanks.*
Nelson *Yes, happy birthday. I hope you have a great day!*
Dana *Thanks a lot. So you're off to Holyrood Palace. Isn't that where Mary Queen of Scots lived?*
Nelson *I don't know. Who's she?*
Maddy *Don't you know? Here, have a look at my guide book. Come on, we must go.*
Dana *And I must go too. I'm expecting my call. I hope you enjoy the Palace.*
Maddy *I'm sure we will. And we'll see you when we get back.*
Dana *I hope so. Bye!*

Answers

1 ***Nelson*** *and Maddy are going to Holyrood Palace.*
2 ***Dana's parents*** *are going to phone* ***him****.*
3 *Nelson* ***doesn't*** *know about Mary Queen of Scots.*
4 *Dana* ***isn't*** *going to Holyrood Palace after his phone call.*

2 Speak

Aim: to ask and answer questions in the past simple, using *When?*

- Students read the text about Holyrood Palace.
- Ask the class *When did James IV build Holyrood Palace?* Students answer.
- In pairs students ask and answer the other questions,
- Students write the questions in their notebooks.
- Check for grammar and spelling.

3 Listen and Speak

Aim: to listen to and correct personal information; to practise questions and negatives in the past simple.

- Students read the text about Sir Arthur Conan Doyle. Check their understanding.
- Play the CD. Students listen for mistakes.
- Play it again, giving time for them to correct the mistakes.
- Check round the class.

CD script CD1 Track 29

Sir Arthur Conan Doyle was born in Edinburgh in 1859. He studied at Edinburgh University and he started work as a doctor. But then he became a successful writer. He wrote lots of books, but he is most famous for his stories about the brilliant detective, Sherlock Holmes. He had two wives and five children. He died in 1920 at the age of 71.

Answers

He was born in ***Edinburgh****, not London.*
He worked as a ***doctor****, not a dentist.*
He didn't write ***plays****, but books (novels and short stories).*
He had ***five*** *children, not four.*
He died in ***1930****, not 1920.*

Ask and answer

- Ask the question. Students answer.
- They continue asking each other questions, in pairs or round the class.

Fact File
This is a good opportunity to revise ordinal numbers – *first, second,* etc.

Go to Activity Book Unit 2 Lesson 3 Activities 1–3

4 Grammar

Aim: to practise expressing hopes.

- Students put the sentences into the correct order.

Answers

1 *I hope we will see you later.*
2 *I hope it doesn't rain.*
3 *I hope you can come to my party.*
4 *I hope I didn't wake you up.*
5 *I hope they arrive soon.*

- Draw students' attention to the short form in the speech bubble.

5 Write

Aim: to practise expressing hopes.

- In pairs students put the dialogue into the correct order.
- They practise the dialogue and write it in their notebooks.

Answer

I'm going to the cinema this evening.
What are you going to see?
Oh, a new film about Sherlock Holmes.
I hope you enjoy it.
I'm sure I will!
And are we seeing each other at the weekend?
I hope so!

Homework

- Students choose a famous person, or invent one, and write a history book entry like the text about Sir Arthur Conan Doyle.

Go to Activity Book Unit 2 Lesson 3 Activities 4–8
Grammar Summary p99

Vocabulary
Buildings and places.

To start …

- Take some pictures into class of some interesting places the students may have been to or know about.
- Ask the students to identify the places in the pictures. Can any of them tell you about the places? Have any of them visited the places?
- Prompt the students to talk about their visit, e.g. *When did you go? Was it last summer? Did you like it?*
- If none of them have visited the places in the pictures, ask them to tell you about an interesting place they have visited.

READING

1 **Aim:** to match the texts and the photos; to ask and answer questions using the past simple.

- Read the texts one by one with the class.
- Students match photos and texts.
- Check comprehension.

Answers

A Hawler – The citadel *B Peru – Sacsayhuaman*
C Krakow – Wawel Castle *D Segovia – Alcazar*

Ask and answer

- Go through the speech bubbles with the class and ask some questions.
- Students continue the activity in pairs or groups. Check for correct verb forms.

Extra activities

- Allow students two to three minutes to look at the texts. Then ask questions. Who can remember most?
- This can also be done in pairs.

LISTENING

2 **Aim:** to listen for specific information.

- Students first read the questions so they know what to listen for.
- Play the CD. Students listen but do not write.
- Play it a second time. Students write the answers.
- Check round the class, asking students the questions.

CD script and answers CD1 Track 30

Jade *Yeah, we had a great time* ***yesterday****. We went to Edinburgh Castle. Where is it? Where do you think?* ***It's in Edinburgh!*** *The castle's in the centre of the city, of course. It's really old, much older than anything we've got in Auckland. How old is it? I don't know, I think it's* ***about a thousand years old****. We went there* ***by bus****, one of those British ones with two floors and no roof. It was funny. I met my new friend Maddy there – she didn't come on the bus, she walked. They've got a gun in the castle which they fire every day at one o'clock. Do you know what I did? I sat on the gun! It was fun. What did I like most? Oh, that's easy,* ***the view****, it was wonderful. What could I see? The whole of Edinburgh! And least? What did I like least? I think it was* ***the tourists*** *– there were lots of tourists! And then in the evening we …*

SPEAKING

3 **Aim:** to ask and answer questions about a visit to an interesting place using *Wh-* questions and the past simple.

- You may ask two or three students each question first. Or they can ask you.
- Students take turns to ask each other about a place, real or imaginary, which they visited. (They may imagine they visited one of the castles on page 26.)

WRITING

4 **Aim:** to write about a visit to a famous or interesting place using the past simple.

- This follows on from the Speaking activity. It is suitable for homework. Check their notebooks.
- If time allows, students can write their account on a sheet of paper and illustrate it. Display the work for the class to look at.

Go to Activity Book Unit 2 Lesson 4 Activities 1–3

TO HELP YOU STUDY

5 **Aim:** to practise idiomatic expressions.

- You may first ask students to find the expressions in the unit.
- Play the CD. Students listen and repeat.
- Check their understanding.

CD script **CD1 Track 31**

I'd love to!

In a minute.

Take it easy.

Hang on.

You can't miss it.

Come on!

What's on?

I'm afraid I can't.

Extra activity

- Students choose four of the phrases and, in pairs or groups, make up situations or short dialogues for them. Let as many as possible perform for the class.

6 **Aim:** to help students organise their learning.

- Read the speech bubbles with the class.
- Encourage students to keep their own learning diary.
- Check the diaries from time to time.

Extra activities

- This needs some outside preparation time. Students find out about a famous person, who they will pretend to be. They also prepare questions to ask a famous person. They ask their partner questions to find out who they are, when they lived, etc.
- Team game. Team 1 says something that will prompt one of the expressions in activity 5. A student from team 2 must use the correct response, adding to it if necessary, e.g. *Can you tell me where the castle is, please? – You can't miss it. It's right in the centre of town.* Then they change roles.
- To make it more difficult, team 1 gives the response and team 2 must give the prompt.
- Game. This game is played in groups of six. Each student has a sheet of paper, about A5 size. On the board write in a column: *Who?; Where?; When?; How he/she got there; What he/she liked most; What he/she liked least.* At the top of their sheet students write a name (answering *Who?*). They fold the sheet over so that the writing cannot be seen, and pass the paper on. The next student writes a place, folds the sheet and passes it on. Continue until all six questions have been answered. Then pass the paper back to the person who answered the first question. In turn, students unfold their paper and read the story. The stories can often be very amusing.

Homework

- Students bring their vocabulary notebooks up to date.
- They imagine they are a visitor from the future coming to the town. They write a description of the town as if it was very old and strange. This is quite difficult, so brainstorm ideas in class first.
- Otherwise, students write about a visit made by someone they know, so that they use the third person.

Go to Activity Book Unit 2 Lesson 4 Activities 4 and 5

Grammar Summary p99

2 Review

1 Read and complete

- Students read through the text and choose the correct word for each gap.
- Check round the class.
- Give explanations only if necessary.

Answers

1B	*2A*	*3B*	*4C*	*5B*	*6C*	*7A*
8C	*9C*	*10B*	*11C*	*12A*	*13B*	*14C*
15A						

Extra activities

- Students ask and answer questions about Sean Connery.
- Or, in pairs, one is Sean Connery and the other interviews him about his life.

2 Complete

- You may want to review the object pronouns.
- Students read and complete the passage with object pronouns.
- Check round the class. Students may check each other's work.

Answers

1 me	*2 him*	*3 them*	*4 us*
5 her	*6 them*	*7 you*	*8 him*

3 Put the words in the right order

- Students rewrite the sentences correctly.
- Remind them to check punctuation.
- Check round the class.

Answers

1. *Could you tell us the way to the airport?*
2. *I hope Dana has a good birthday.*
3. *Excuse me, can you lend me your camera?*
4. *Can she give him a hand?*
5. *They told us their names.*

4 Make requests

- Students may write the requests beginning *Can you …?* in their notebooks first.
- Play the CD. Students make the requests.
- Pause for them to repeat the request after the CD and practise polite intonation.

CD script and answers CD1 Track 32

Make requests with ***can*** *like this:*
tell us the way
Can you tell us the way, please?
1 *tell me the time*
Can you tell me the time, please?
2 *give them a hand*
Can you give them a hand, please?
3 *wait a minute*
Can you wait a minute, please?
4 *speak more slowly*
Can you speak more slowly, please?
5 *say that again*
Can you say that again, please?

- Now prompt students to make requests beginning *Could you …?* in the same way, and check that their intonation is appropriate.

Answers

1. *Could you tell us the way, please?*
2. *Could you tell me the time, please?*
3. *Could you give them a hand, please?*
4. *Could you wait a minute, please?*
5. *Could you speak more slowly, please?*
6. *Could you say that again, please?*

5 Complete

- You may wish to check the past simple forms first.
- Or you could use this as a test.
- Students complete the sentences.
- Check round the class. Students may check each other's work.

Answers

1 went	*2 destroyed*	*3 saw*	*4 came*
5 drove	*6 fought*	*7 wrote*	*8 fell*

6 Ask and answer

- Go through the example with the class.
- Students ask and answer questions in pairs.

Answers

1 *Did Deacon Brodie live in Glasgow?*
No, he didn't live in Glasgow. He lived in Edinburgh.
2 *Did Sean Connery deliver water?*
No, he didn't deliver water. He delivered milk.
3 *Did King James III build Holyrood Palace?*
No, he didn't. King James IV built it.
4 *Did Dana go to Dohuk last summer?*
No, he didn't go to Dohuk. He went to Hawler.
5 *Did Mary Queen of Scots become Queen after King James VI?*
No, she didn't. She became Queen before King James VI.

Extra activities

- Students make similar incorrect statements, e.g. about other information from the unit. Their partner questions the statement and gives the correct answer.
- To make it more difficult, let students make some correct statements. Leave out the question stage. The partner agrees or corrects the statement.

7 Game: Adverb Tennis

- This can be played in teams or pairs.
- To vary, students start from the adverb and give the adjective.

8 Poem

- Students read the gapped poem.
- They decide which words go where.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD1 Track 33

Holiday

It was a short holiday with some ***friends*** *(1) of mine.*
We camped near the beach and the weather was fine.

And the sun shone beautifully
As we went for a walk
And the sea sparkled wonderfully
As we sat down to ***talk*** *(2).*
And we watched quietly
As the ***moon*** *(3) climbed in the sky*
And a night bird sang sweetly
From a tree nearby.
And we swam about happily
In the warm ***blue*** *(4) sea*
And we all slept easily
My friends and me.

It was a short holiday, a ***long*** *(5) time ago*
But I'll never ever forget it, that I do know.

Extra activities

- Play the CD again and have the class read the poem aloud.
- Let students learn the words by heart and say the poem aloud.

Go to Activity Book Unit 2 Review Activities 1–6

Lesson 1 *It's made of plastic.*

Student's Book p32

Grammar
Present simple passive
Infinitive of purpose

Vocabulary
Musical instruments; Materials.

To start …

- Bring a few objects to the lesson made of glass, plastic, metal. Make sure that the students will know the names of the objects.
- Hold up one of the objects. Ask: *What's this? What is it made of?*
- Do this with each object.
- Ask the students to look at the photo on page 32 and to tell you who they can see. Ask: *What are Dave and Maddy talking about?*
- Do not confirm their guesses, they will find out in the dialogue.

1 Listen and Read

Aim: to introduce the present simple passive and the infinitive of purpose.

- Play the CD to present and practise the dialogue.
- Students read the dialogue in pairs.
- They answer the questions. This can be done round the class or in writing.
- Check round the class.

CD script CD1 Track 34

Maddy *Wow. That sounds great, Dave.*
Dave *Yeah? Do you like my new guitar?*
Maddy *Can I have a look?*
Dave *Here you are. It's from Japan but the body's made of American hardwood.*
Maddy *Is that important?*
Dave *Yes, they use it to make the sound better. Hardwood's used for the neck, too.*
Maddy *It looks good.*
Dave *And these are called tuners. They're made of metal. You turn them to tune the guitar.*
Maddy *Yes, Dave, I know all that! I like the colour.*
Dave *Yeah, it's cool. This one's painted blue but you can pay a bit more to get your favourite colour.*
Maddy *Can I have a go?*
Dave *No!*
Maddy *Go on!*
Dave *Oh, all right then. Wow!*

Answers

1 Japan
2 Wood (American hardwood)
3 To make the sound better.
4 To tune the guitar.
5 Blue
6 You pay a bit more.

2 Listen

Aim: to listen for information and to practise the present simple passive.

- Students first look through the sentences. They may try to match the parts now.
- Tell them that what they will hear is more than just these five sentences, so they must listen carefully.
- Play the CD. Students listen and match the sentence parts.
- Check round the class.

CD script CD1 Track 35

Nelson *Drums are played all over the world and they all look much the same. They've all got a drumhead. That's the bit on the top of the drum. The drumhead is the drum's most important part and it's made of skin or plastic. The drumhead is stretched over the body of the drum. In other words, it's pulled hard to make it as tight as possible. Drums are tuned by changing the tightness of the drumhead. Another word for tightness is tension. There are small screws called tension screws at the side of the drum, and the screws are tightened to stretch the drumhead more. This gives the drum a higher sound. Like this.[FX] To lower the sound, the screws are loosened. Like this.[FX]*

Answers

1d 2a 3b 4e 5c

3 Grammar

Aim: to teach and practise the present simple passive.

- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD1 Track 36

Present simple passive

It ***is*** *made of American hardwood.*

Hardwood ***is*** *used for the neck too.*

This one ***is*** *painted blue.*

They ***are*** *made of metal.*

Drums ***are*** *played all over the world.*

Extra activity

- Students use the structure with different ideas, e.g. *Windows are made of glass. The walls are painted white. Football is played all over the world.*

4 Speak and Write

Aim: to practise the present simple passive by talking about what things are made of.

Ask and answer

- Students look through the phrases.
- Go through the questions and answers with the class.
- They continue asking questions. This is suitable for class or pairwork.

Answers

What's the desk made of?
It's made of wood.
What are the scissors made of?
They're made of metal.
What's the computer made of?
It's made of grey plastic.
What's the sofa made of?
It's made of red leather.
What's Emma's jumper made of?
It's made of green wool.
What's Mike's jacket made of?
It's made of black leather.
What's the phone made of?
It's made of red plastic.
What are the shelves made of?
They're made of metal.
What are Emma's jeans made of?
They're made of blue denim.
What's the clock made of?
It's made of white plastic.

Write sentences

- First ask about different classroom items, e.g. *What are the chairs made of? What's the door made of?*
- Students then write five to ten sentences about things in the classroom.
- Check round the class or take the notebooks in.

Extra activities

- A students says e.g. *red plastic*. The others answer *The phone. It's made of red plastic.*
- A guessing game to be played in pairs or teams. A student says e.g. *It's made of wood*. The others have to guess, e.g. *Is it the door?*

Go to Activity Book Unit 3 Lesson 1 Activities 1–3

5 Pronunciation

Aim: to distinguish between and practise the sounds /u/ as in *good* and /u:/ as in *blue*.

- Students copy the chart in their notebooks.
- Check that students pronounce good and blue correctly.
- Students write the words in their notebooks in the correct columns.
- Play the CD. Students listen and check.
- Check round the class.
- Play the CD again, pausing for students to repeat the words.

CD script and answers CD1 Track 37

good	***blue***
could	*food*
should	*fruit*
wood	*soon*
wool	*tooth*
would	

Extra activity

- They find other words with the same sounds, e.g. *book, look, you, true.*

Look!

- Go through this with students.
- They find other examples of the infinitive of purpose in the dialogue.

6 Read and Write

Aim: to practise the infinitive of purpose.

- Students read and match the sentences.
- They write them in their notebooks.
- Check round the class.

Answers

1b 2f 3d 4a 5c 6e

Extra activity

- Students make their own sentences using the infinitive of purpose. They could focus on the classroom, e.g. *We use chairs to sit on. We use pens to write with,* etc.

Homework

- Students write a paragraph about their bedroom: what is in it, what the things are made of and what they are used for.

Go to Activity Book Unit 3 Lesson 1 Activities 4–6
Grammar Summary p100

3 Lesson 2 *If you send a CD, they listen to it.* Student's Book p34

Grammar
Open conditional
Relative pronouns: *who, which, that*

Vocabulary
Music; Processes.

To start …

- Ask the students to look at the photo on page 34 and tell you who they can see and what they are doing.
- Do not confirm their guesses, they will find out in the dialogue.

1 Listen and Read

Aim: to introduce the open conditional and relative pronouns *who*, *which* and *that*.

- Play the CD.
- Check comprehension and give pronunciation and reading practice.
- Ask questions using relative pronouns, e.g. *Who's the person who's singing? Who's the person who's recording? What's the machine that makes CDs?*

CD script CD1 Track 38

Mike *Who's the guy who's singing?*
Vanessa *Dana, from Kurdistan.*
Mike *He's really professional.*
Vanessa *Yes, it'll sound good on the recording. I'm recording all the bands.*
Mike *Oh, on cassette or something?*
Vanessa *No – on CD! I've got a brilliant new machine which makes CDs.*
Mike *Why CDs?*
Vanessa *Because if you send a cassette to a record company, they throw it away. If you send a CD, they listen to it. And if they like the music, they buy it! Do you want to see the CD recorder?*
Mike *Have I got a choice?*
Vanessa *No! Here it is. The blue button is the one that controls the recording level. When you turn it, the sound gets louder.*
Mike *What's this red button on the left?*
Vanessa *When you press it, the recording starts. And you press the yellow button to open and close the CD drawer.*
Mike *Can you make lots of copies?*
Vanessa *No, just one.*
Mike *So this is the only copy of Dana's song.*
Vanessa *That's right – the only one in the world!*
Mike *And who do you send the CD to?*
Vanessa *To the A&R people in the record company.*
Mike *The A&R people? Who are they?*
Vanessa *They're the ones who choose the bands – A&R stands for 'artists and repertoire, I'll send Dana's CD in the morning.*

Complete

- Go through the first sentence with the class.
- Students complete the remaining sentences.
- Check round the class.

Answers

1 *which makes CDs.*
2 *they listen to it.*
3 *if they like it.*
4 *the sound gets louder.*
5 *you press the red button.*
6 *you press the yellow button.*

Extra activities

- Ask questions requiring answers with infinitives of purpose, e.g. *Why do you press the red button? – To start recording*, etc.

2 Listen and Speak

Aim: to listen and match words with definitions; to make definitions using *who*, *which*, and *that*.

- Students first look through the words and definitions.
- Play the CD. Students listen and follow.
- They listen for the words and match with the definitions.
- Check round the class.

CD script CD1 Track 39

Mike *So what happens when a record company likes a song?*
Vanessa *They make a proper recording, because they usually can't use the demo.*
Mike *What's a demo?*
Vanessa *It's the cassette or CD that is sent to them.*
Mike *Oh, I see.*
Vanessa *So you go to a recording studio that has all the professional recording equipment.*
Mike *Right.*
Vanessa *And there are lots of people in the studio. There's the engineer …*
Mike *The engineer?*
Vanessa *Yes, the person who looks after the sound equipment. And the producer.*

Mike	*What does he or she do?*
Vanessa	*The producer is the person who is in charge of the recording. It's a really exciting job.*
Mike	*So what do the A&R people do?*
Vanessa	*I told you! They are the ones who choose the band. And then of course there's the most important group of people.*
Mike	*Who are they?*
Vanessa	*They're the people who are going to play, of course! The band!*

Answers

1e 2a 3d 4f 5b 6c

Ask and answer

- Go through the example with the class.
- Students continue to make questions and answers.
- This is also suitable for pairs.

Answers

2 It's a place that has professional recording equipment.
3 It's someone who looks after the sound equipment.
4 It's the person who is in charge of the recording.
5 They are the ones who choose the band.
6 They are the people who are going to play.

Extra activity

- Students write a list of activity titles, e.g. *teacher, farmer, student*. Then they ask each other e.g. *What's a student? It's someone who studies at school or college*, etc.

Look!

- Go through this with the class. Note that *that* can be used with people and things.

Fact File

- Ask if anyone has listened to music by The Beatles. Do they know the names of any Beatles' songs?
- Students read the Fact File. Check comprehension.

3 Grammar

Aim: to teach and practise the open conditional.

- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.
- Students find other examples in the dialogue.

CD script and answers CD1 Track 40

Open conditional

If you send a CD, they listen to it.
*If you **send** a cassette, they **throw** it away.*
*When you **turn** it, the sound **gets** louder.*
*When you **press** the red button, the recording **starts**.*

Extra activity

- Students make other statements with open conditionals. You may prompt them with questions, e.g. *What happens when the temperature falls to zero? What happens if you drop a glass on the floor?* etc.

Go to Activity Book Unit 3 Lesson 2 Activities 1–3

4 Pronunciation

Aim: to listen for sentence stress.

- Students read the completed Grammar sentences quietly.
- Play the CD. Students listen and underline the stressed words.
- Check round the class.

CD script and answers CD1 Track 41

If you <u>send</u> a CD, they <u>listen</u> to it.
If you <u>send</u> a cassette, they <u>throw</u> it <u>away</u>.
When you <u>turn</u> it, the <u>sound</u> gets <u>louder</u>.
When you <u>press</u> the <u>red</u> button, the <u>recording</u> starts.

Extra activity

- Play the CD again, pausing for students to repeat.

5 Read and Write

Aim: to read about someone's reactions to music, and to use the open conditional to write about musical likes and dislikes.

- Students first read the passage silently.
- Ask questions about Dana's feelings.
- Do students agree with him?
- Ask a few students what kind of music they like, if they play an instrument, etc.
- Then students write a paragraph using the suggestions given. This is suitable for homework.

Homework

- Students write eight to ten sentences using *if/when* and open conditionals. This could take the form of a description of piece of equipment, e.g. a refrigerator, a television or a mobile phone.

Go to Activity Book Unit 3 Lesson 2 Activities 4–7
Grammar Summary p100

3 Lesson 3 *Why was the CD stolen?* Student's Book p36

Grammar

Past simple passive

Agent: *by* (The car was driven *by* my father.)

Vocabulary

Rooms and furniture; Films, music, books.

To start …

• Ask the students to look at the photo of Vanessa on page 36 and to read the headline of the article.

• What do they think has happened? Do not confirm their guesses, they will find out in the article and dialogue.

1 Read

Aim: to introduce and practise the past simple passive and *by*.

• Students look at the photo and the headline and guess what has happened.

• Check comprehension.

Make questions

• Do the first question with the class.
• Students write the other questions.
• Check round the class.

Answers

1 *Why were the police called?*
2 *When was Vanessa Croft's room burgled?*
3 *How much money was stolen?*
4 *Who was seen near the room?*
5 *Who was questioned by the police last night?*
6 *What was Vanessa upset about?*
7 *Where did she want to send the CD?*

2 Listen and Speak

Aim: to practise the past simple passive by listening to an interview and finding mistakes.

• Students may re-read the report of the break-in first.

• Play the CD. Students listen for differences from the newspaper report.

• Check round the class, if your class is weak.

• Otherwise check by letting students ask each other questions about the break-in.

CD script CD1 Track 42

Vanessa *Well, I came back from Dave's concert at about 10 o'clock yesterday evening. I unlocked the door, turned on the light, and immediately saw that Dana's CD wasn't on my bed. I left it there before I went out, next to my diary. I know I did.*

Police *And was anything else missing?*

Vanessa *Yes, there was, actually. Some money … £50. I'm sure I left it in my room, and I certainly haven't got it now.*

Police *Anything else?*

Vanessa *No, nothing. I'm sure it was the CD that the burglar wanted. I don't understand why.*

Police *And was the door damaged?*

Vanessa *No. And I know I locked it. The person used a key to get in, I'm sure.*

Police *And was what about your suitcases, your cupboards, drawers and so on?*

Vanessa *No. Nothing was disturbed. I'd say that he, or she, knew just what he was looking for. He took my key from reception, went in, picked up the CD and left. I think that he took the £50 … well … because it was there.*

Police *And have you any idea who did it?*

Vanessa *No, absolutely no idea. I'm sure it wasn't one of us. But who would want a demo CD?*

Police *Thank you for your help, Miss Croft. We'll need to see you again tomorrow so that you can sign your statement.*

Vanessa *Of course, officer. Good night.*

Answers

The break-in happened before 10pm not after 10pm.
Vanessa's drawers and cupboards were not searched.
Her diary was not stolen.
Her door was locked.

What do you think?

• Students look at the two questions at the end of the report. In groups, they discuss why the CD was stolen and who by.

• Groups report back to the class.

3 Grammar

Aim: to teach and practise the past simple passive.

• Students copy and complete the chart in their notebooks.

• Play the CD. Students listen and check.

• Check round the class.

CD script and answers CD1 Track 43

Past simple passive

The room ***was*** *burgled.*

A CD ***was*** *taken.*

The cupboards ***were*** *searched.*

Several people ***were*** *questioned by the police.*

Why ***was*** *the CD stolen?*

Extra activity

- Students find other examples of the past simple passive in the text.

4 Pronunciation

Aim: to hear and practise rising and falling intonation in questions.

- Students read through the questions.
- They may guess how the intonation will be.
- Play the CD. Students listen and write the appropriate arrows.
- Check round the class by letting different students read the questions.

CD script and answers CD1 Track 44

1 *Was the room locked? [up]*
2 *Was there any damage? [up]*
3 *Why was the CD stolen? [down]*
4 *Were the windows broken? [up]*
5 *How much money was stolen? [down]*
6 *Who was the song written by? [down]*

Answers

Questions with a question word (why/ how, who, etc.), i.e. 3, 5 and 6, have falling intonation.
Yes/No questions, i.e. 1, 2 and 4, have rising intonation.

Extra activity

- Students make other questions. Check their intonation.

5 Write

Aim: to practise the past simple passive.

- Students read through the passage.
- They write it in their notebooks with the correct verbs.
- Check round the class.

Answers

1 were called	*2 were stolen*	*3 was discovered*
4 was opened	*5 were broken*	*6 was found*
7 was used	*8 was painted*	*9 were seen*
10 was driven		

6 Read and Speak

Aim: to read a description of a film and to answer questions using past simple passive and by.

- Students read the passage.
- Give students a short time to answer the questions. Then check round the class.
- Or you may do the exercise round the class. Students may also answer from memory.

Answers

1 *In 1997.*
2 *James Cameron.*
3 *Leonardo DiCaprio and Kate Winslet.*
4 *James Cameron.*

Look!

- Go through this with the class.

Activity Book p31 Exercise 3

7 Write and Speak

Aim: to use the **Grammar** by preparing a class quiz.

- Go through the questions. Does anyone know the answers? (Leonardo Di Caprio and Kate Winslet; Bob Marley; Jane Austen.)
- Students write questions about films, music and books. This can be done for homework and may involve some research.
- Have a class quiz. This can be held in teams or round the class. Or you may take in all the questions and choose some only.

8 Write

Aim: to use the past simple passive + *by* to write about a favourite film or music album.

- Look again at Maddy's comments on *Titanic.*
- Students write about their own favourite film or music album.
- This is suitable for homework.
- Some students may read their work to the class.

Homework

- Students write the story of Vanessa's break-in from memory using as many past simple passives as they can. they should use the version on CD – the one without mistakes.

Go to Activity Book Unit 3 Lesson 3 Activities 1–7
Grammar Summary p100

Vocabulary
Describing a disaster.

To start

- Ask students if they know about the Seven Wonders of the Ancient World. (the statue of Zeus [Greece], the temple of Artemis [Turkey], The Colossus of Rhodes [Greece], the Lighthouse of Alexandria [Egypt], the Hanging Gardens of Babylon [Iraq], the Pyramids [Egypt], The Mausoleum at Halicarnassus [Turkey]).
- Tell students that they are going to read a text about the discovery of one of these wonders.

Reading

1 **Aim:** to read a text and supply the missing words.

- Students read the text and choose the words.

Answers

1 put on *2 found* *3 realised* *4 built*
5 lit *6 burned* *7 began* *8 fell*
9 forgot *10 knew*

2 **Aim:** to re-read the text for general meaning.

- Students read the text again. Individually or in pairs they choose suitable titles.

Answers

1 The Discovery *2 The Building*
3 The Disaster *4 Now We Know*

Go to Activity Book Unit 3 Lesson 4 Activities 1 and 2

Listening

3 **Aim:** to listen to a text for detailed information.

- Ask students to tell you what they know about the ship *Titanic*.
- Students look at the notes and, in pairs, try to predict the answers. They may be able to predict some accurately. Others they will have to guess.
- Play the CD. Students check and correct their predictions.

Teaching point: explain to students that in English we always call ships *she*.

CD script CD1 Track 45

In 1985 a team of people, using a camera in a small submarine, was exploring the bottom of the North Atlantic ocean. 4,000 metres down they discovered the famous ship Titanic. They were the first people to see her for 73 years.

The Titanic was built in Northern Ireland and was finished in 1911. She took 26 months to build. She was as big as a luxury hotel and could carry 3,511 people. She could cross the Atlantic from Britain to America in six days. She was the most luxurious ship in the world and, her builders said, the safest.

On 10th of April 1912 she left England on her first journey. On the night of the 14th April she hit an iceberg and sank 3 hours later. Over 1,500 people drowned because there were not enough lifeboats.

What will happen to the Titanic? Divers have raised many things from the wreck, but because the ship broke in two before it sank everyone agrees that it will be impossible to raise the whole ship.

Answers

1895 a camera on a submarine
North Atlantic 4,000 metres
On the bottom for 73 years
....
Built in Northern Ireland 1911
26 months to build
as big as a luxury hotel
could carry 3,511 people
6 days to cross the Atlantic
most luxurious ship in the world
safest in the world
....
14 April 1912 hit an iceberg
sank 3 hours later 1,500 drowned
....
divers raised many things
impossible to raise the whole ship

Speaking

4 **Aim:** to ask and answer questions using past tenses in the active and passive.

- You may need to start the class off by asking one or two individual students questions, e.g. *When was the Titanic built? Where was she built? Why did she sink?*
- In pairs students continue asking and answering questions.

WRITING

5 **Aim:** to write a narrative text using past tenses in the active and passive.

- Students may help each other in this activity.
- If you do this in class you may wish to give individual paragraphs to different students.
- Otherwise this can be done for homework.

Model answer: see the CD script above.

TO HELP YOU STUDY

6 **Aim:** to choose the correct prefix *in-* or *im-* to form negative adjectives.

Answers

1 *incorrect*	2 *impolite*	3 *impossible*
4 *inexpensive*	5 *impatient*	6 *indefinite*

7 **Aim:** to practise idiomatic expressions.

- You may first ask students to find the expressions in the unit.
- Play the CD. Students listen and repeat.

CD script CD1 Track 46

Can I have a look?
Can I have a go?
Go on!
All right, then.
That's right.
It's cool.

Extra activity

- Students choose four of the expressions and make up situations or short dialogues for them. Let as many pairs as possible perform for the class.

Homework

- If students have only done one or two paragraphs in Writing 5 they can do the others at home.

Go to Activity Book Unit 3 Lesson 4 Activities 3–5
Grammar Summary p100

1 Read and choose
- If necessary, give a brief explanation.
- Students read the passage and choose the correct words.
- Check round the class.

Answer

1 is name   2 When   3 throws   4 take
5 is recorded   6 called   7 which   8 round
9 by   10 to

2 Put the verbs in the correct form
- This may be done round the class or written. It is suitable for a test.
- Check round the class. Students may check each other's work.

Answers

1 are worn   2 are bought   3 are made
4 is picked   5 is made   6 is coloured
7 is made   8 paid (are comes before *usually)*
9 are taken   10 are sold

3 Make sentences
- Do a few sentences with the whole class before students write as many sentences as they can.
- Or you may do the whole exercise round the class.
- Check round the class.

Answers

You go to a bookshop to buy books/a post office to buy stamps.
You wear a jumper to stay warm/a raincoat to stay dry.
You use a camera to take photos/a dictionary to find definitions/a fridge to keep food cold/a key to open a door/a knife and fork to eat with/a pen to write with.

Extra activity
- Students make new sentences about other items and places.

4 Complete
- This can be done round the class or as written work.
- Check round the class. Students may check each other's work.
- This is a good time to revise colour words.

Answers

1 pink   2 green   3 white   4 red   5 purple

5 Match

Answers

1b   2d   3e   4c   5a

Extra activity
- Students think of other general statements using if and when.

6 Complete
- This could be used as a test.
- Check round the class. Students may check each other's work.
- What other word could they use? (*that*)

Answers

1 designer/who   4 tuner/which
2 recorder/which   5 producer/who
3 engineer/who

7 Put the verbs in the correct form
- You may begin by seeing how much students remember about the first part of the story of jeans.
- This may also be done round the class or as written work. It is suitable for a test.
- Check round the class. Students may check each other's work.

Answers

1 was known   7 were sold
2 were made   8 was found
3 was discovered   9 was bought
4 were called   10 were made
5 were made   11 are said
6 was used

Extra activities
- Tell students the origin of the name of the cotton cloth: *denim*. (It was first made in Nimes in France: *de Nimes* means *from Nimes* in French.)
- Do students know the history of any other kind of clothing, traditional or modern?

8 Game: Word Machine
- Give students a set time to write their words.
- You could award points, e.g. one point for two letter words, two for three letters, three for four and five for more than four.
- See if they can use them in sentences.

9 Poem
- Students read the poem and try to complete it.

- Play the CD. Students listen and check.
- Play it again for them to read the poem aloud with the CD.

CD script and answers CD1 Track 47

Changes

The very first paper ***was made*** *(1) in China*
And for writing there really was nothing finer,
Until PCs ***were bought*** *(2) by everyone*
And these days paper doesn't seem so much fun.

Television ***was invented*** *(3) by John Logie Baird.*
Some films that ***were shown*** *(4) made me very scared!*
But this PC ***was given*** *(5) to me for my birthday,*
So no more TV – it's computer games I play!

Once records and cassettes ***were used*** *(6) easily,*
Then the systems ***were changed*** *(7) to the CD,*
And now it's all iPods and MP3s.
What will the next innovation be, please?

Extra activities

- Students learn the poem by heart and say it to each other.
- Students write another verse about other changes (it doesn't have to rhyme).

Go to Activity Book Unit 3 Review Activities 1–7

Lesson 1 *I'm so sorry, Vanessa.*

Student's Book p44

Grammar
Present perfect + *just*
Apologising

Vocabulary
Verbs for actions.

To start …
- Ask the students to look at the photographs on page 44 and tell you who they can see.
- Ask: *What do you think they are talking about?* (The burglary.)
- Can they remember what was stolen?

1 Listen and Read

Aim: to introduce the present perfect + *just* and ways of apologising.

- Play the CD.
- Students read the dialogue.

CD script **CD1 Track 48**

Vanessa	*Hi, Rob. What's the matter?*
Rob	*Oh, Vanessa. I've just read the story about the burglary. I'm so sorry. It was me. I took the CD.*
Vanessa	*You? I don't understand.*
Rob	*I can explain. Listen. You remember, yesterday morning, we were talking about Dana's CD.*
Vanessa	*Yes, I remember. And you wanted to play it on your MNX radio programme, and I said OK.*
Rob	*Yes, that's it. And I forget to collect it from you. Well, my programme was last night and I realised I didn't have it …*
Vanessa	*So you stole it?*
Rob	*Well, no … yes. I came to find you, but there was no one here.*
Vanessa	*Yes, we were all at Dave's concert.*
Rob	*You told me. I've just remembered. But it was urgent. So I went to reception. I know the receptionist. And I explained the problem. She offered to let me into your room. She came with me. I wanted her to be a witness.*
Vanessa	*Go on …*
Rob	*So we went to your room and the CD was lying on your bed. And when I was leaving I saw some money on the floor. In the corridor outside your room. £50. I picked it up, to keep it safe.*
Vanessa	*Why didn't you tell me?*
Rob	*I didn't know where you were. But I left you a note at reception.*
Vanessa	*The receptionist wasn't there when I got back. I never got the note.*
Rob	*I'm really sorry, Vanessa. I do apologise. Here's the CD, and your money.*
Vanessa	*OK, Rob. I forgive you. Just this once!*

True or false?
- Students re-read the text and answer the questions.
- Check round the class.

Answers
1 *True*
2 *True*
3 *False. He knew the receptionist.*
4 *False. She didn't give him the key.*
5 *False. He went with the receptionist.*
6 *False. He found it outside her room.*
7 *True*
8 *False. Vanessa didn't get the note.*

2 Listen

Aim: to listen to conversation for specific information.

- Students first read the questions.
- Play the CD. Students listen and start to note the answers.
- Play it a second time for them to complete the answers.
- Check round the class.

CD script **CD1 Track 49**

Male Voice	*Edinburgh police station. Sergeant Macrae speaking. Can I help you?*
Vanessa	*Yes. This is Vanessa Croft speaking. Do you remember me? Someone burgled my room last night.*
Voice	*Yes, Miss Croft. I know all about it.*
Vanessa	*Well, I know who did it!*
Voice	*You do? Do you want us to arrest him?*

Vanessa *No … no. I've just seen him. He's just told me all about it. It was all a big mistake.*

Voice *A mistake? I see.*

Vanessa *Yes. A mistake. He wanted to borrow the CD. He wanted to play it on his radio programme.*

Voice *So he stole it?*

Vanessa *No, he borrowed it. I knew he wanted it and I forgot to give it to him.*

Voice *And what about the £50?*

Vanessa *He found it outside my room. I think it fell out of my pocket when I was going out. So he picked it up to keep it safe. He's given it back to me, and the CD.*

Voice *I see. So you don't want us to do anything?*

Vanessa *No, please don't. I'm so sorry, sergeant. I do apologise for wasting your time.*

Voice *That's alright, Miss Croft. Thank you for letting us know.*

Answers

1 *Because Rob wanted to borrow the CD, not steal it. And he found her £50 and gave it back to her.*
2 *To play on his radio programme.*
3 *It fell out of her pocket.*
4 *To keep it safe.*

3 Pronunciation

Aim: to practise apologising using correct stress patterns.

- Play the CD. Students listen and repeat.
- Play it again.
- Play it a third time. Students now underline or note the stressed words.

Teaching point: the auxiliary *do* + *apologise* makes the apology sound more sincere.

CD script and answers CD1 Track 50

I'm so sorry.

I'm really sorry.

I do apologise.

I do apologise for being late.

I do apologise for wasting your time.

4 Grammar

Aim: to teach and practise the present perfect + *just.*

- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD1 Track 51

The Present Perfect with just

I've just read about the burglary.

I've just remembered.

I've ***just*** *had lunch.*

*He****'s just*** *come in.*

*They'****ve just*** *gone out.*

Questions

Have you just been shopping?
Has *she* ***just*** *gone to bed?*
Have they ***just*** *had an argument?*

Go to Activity Book Unit 4 Lesson 1 Activities 1–3

5 Speak and Write

Aim: to order a dialogue and practise apologising and the present perfect + *just.*

- In pairs students put the dialogue in the correct order.
- They practise it with each other.

Answer

– *Hi! You look exhausted.*
– *I am. I've just been for a long run.*
– *Why don't you sit down and have a rest.*
– *I can't. I must have a shower and then go out.*
– *Where are you going?*
– *I'm so sorry! I can't tell you – it's a secret!*
– *But it's my birthday today. Aren't you coming out to the restaurant with me?*
– *Maybe … And maybe that's the secret!*

6 Read and Write

Aim: to understand and complete a note.

- Students can complete the note individually, in pairs or for homework.

Answers

1 *remember*	2 *receptionist*	3 *mind*
4 *important*	5 *outside*	6 *safe*

Homework

- Students write an email from Vanessa to her sister describing the burglary.

Go to Activity Book Unit 4 Lesson 1 Activities 4–6
Grammar Summary p100

4 Lesson 2 *Keep your fingers crossed!* Student's Book p46

Grammar

Expressing possibility: *could/might/maybe*
Indefinite pronouns: *someone/anything* etc.

Vocabulary

Monsters; Definitions.

To start …

• teach the expression *Keep your fingers crossed*. We say this when we are hoping for good luck. Do students have any superstitions that they say or do when they want to have good luck?

1 Listen and Read

Aim: to practise indefinite pronouns.

• Students read the passage and fill the gaps with the indefinite pronouns.
• Play the first part of the CD. Students listen and check.
• Students read the dialogue.

CD script and answers CD1 Track 52

Rob *So, Danny. I've got some good news! I've just had a phone call from someone at Records UK. About your CD.*

Dana *What did she say?*

Rob *She didn't say anything really. But she likes your music. She's going to talk to her colleagues in the record company.*

Dana *That's great!*

Rob *Keep your fingers crossed. We might hear something when we get back from the Highlands. You are coming, aren't you?*

Dana *Sure. Hey, Rob, what's this Loch Ness Monster, this Nessie that everyone is talking about? I've never heard about it. Is there really a monster?*

Rob *Well … There could be. Some people say there is, but I don't know. You see it the largest and deepest lake in Britain. The water's dark brown and it's impossible to see anything deep in the lake. But people say there's something down there.*

Dana *What could it be? Could it be a big fish?*

2 Listen

Aim: to introduce *could/might/maybe* to express possibility. To define words.

• Use the CD to present the next part of the story.
• Students read the dialogue in groups.

CD script CD1 Track 53

Rob *Probably not. It could be a prehistoric animal, or a family of animals that have lived there for thousands of years. But a lot of people think it might be a fake.*

Dana *A fake? Why?*

Rob *People say Nessie was invented by the Scottish Tourist Board.*

Dana *Why?*

Rob *To attract tourists to Scotland!*

Dana *That's a disappointment. But maybe it is there, and maybe we'll see it.*

Rob *Hmm … maybe!*

• Students answer the questions. This may be done round the class, in pairs or as written work.
• Check round the class.

Answers

1 colleague	*2 Highlands*	*3 monster*
4 prehistoric	*5 fake*	*6 disappointment*

Fact File

Another superstition. Explain that in Britain and other English speaking countries April 1st is called April Fool's Day. People play harmless tricks on each other before noon. But it's bad luck if you play a trick in the afternoon!

3 Grammar

Aim: to teach and practise using *could/might/maybe* to express possibilty.

• Students read the Grammar and order the sentences individually or in pairs.
• Check round the class.

Answers

Maybe I will see you next week.
I might go to the cinema this evening.
Nessie could be a fake.
Could Nessie be a fake?

Go to Activity Book Unit 4 Lesson 2 Activities 1 and 2

4 Listen

Aim: to listen to a description of a monster for specific information.

- Students first look at the picture.
- Students copy the chart into their notebooks, so that they know what to listen for.
- Play the CD. Students listen and note answers.
- Check round the class. You may need to play the CD again to complete/confirm answers.

CD script CD1 Track 54

Annie *Well, in Canada we have a monster called Bigfoot and my grandfather Fred actually saw Bigfoot! It was one evening in 1935 and my grandfather was fifteen years old. He was walking home through the forest when he heard something behind him. Something was following him! He couldn't see anything so he hid behind a tree and waited. Suddenly a very large 'thing' appeared. It was walking on its back legs and it was about 2 metres tall. It looked like a man, but it wasn't wearing any clothes, and it was covered with dark hair. My grandfather screamed, and the monster ran away. It's true! My grandfather told me.*

Answers

1 *1935*
2 *evening*
3 *the forest*
4 *about 2 metres*
none
dark, covering the monster

5 Pronunciation

Aim: students understand that the stress (or lack of it) on the word *might* (and *could*) can affect the degree of possibility/probability.

Teaching point: Explain to students that the sentence *He **might** phone this evening* (stress on *might*) = it's unlikely. But *He might **phone** this evening* (no stress on *might*) is much more likely.

- Play the CD.
- Students tick the correct answers.

CD script and answers CD1 Track 55

1 I might **see** you this evening.
I probably will. _✓_ I probably won't. ___
2 I **might** see you this evening.
I probably will. __ I probably won't. _✓_

6 Read and Write

Aim: to practise indefinite pronouns.

- Individually, in pairs or for homework students match the beginnings and endings and choose the correct indefinite pronoun.

Answers

1 c ***everyone*** *was out shopping.*
2 a ***something*** *under the table.*
3 d ***anything*** *to eat since breakfast.*
4 e ***someone*** *outside the door.*
5 b ***anyone*** *seen him?*

7 Write

Aim: to write using a variety of adjectives.

- Students could do this in class, if time allows, of for homework.

Homework
- Students could do the previous activity, or they could write Fred's diary entry about his encounter with Bigfoot.

Go to Activity Book Unit 4 Lesson 2 Activities 3–5
Grammar Summary p122

4 Lesson 3 *If you walk under a ladder …* Student's Book p48

Grammar
First conditional

Vocabulary
Superstitions.

To start …

- Introduce the topic of superstitions.
- Ask: *What is lucky? What is unlucky?*
- Encourage the students to talk about things they consider lucky and unlucky. Ask: *Are these things really unlucky?* (No, they are superstitions.) Write the word *superstition* on the board.

1 Read

Aim: to introduce the first conditional.

- Students read the sentences and match them with the appropriate cartoons.
- Ask about the superstitions.
- Students take turns to cover the text and describe the superstition.

Answers

Britain c, f; Kurdistan d; Spain e;
Brazil a; Poland b

Extra activity

- Invite discussion and comment. Students may have their own stories to tell.

2 Listen and Speak

Aim: to listen for specific information and make first conditional sentences.

- Students look through the beginnings and endings and try to match them.
- Play the CD. Students listen and match.
- Check round the class.
- Ask where each superstition is from.
- Students compare these with superstitions from their own country.

CD script CD1 Track 56

Maddy *Here's a superstition from Ireland. If two people look in a mirror at the same time, they'll have an argument.*

Jade *This is something I heard when I was in Brazil last year. If someone leaves their bag on the floor, they'll lose all their money.*

Mike *Here's a good old Scottish superstition, although I think other countries have it as well. If you eat an apple a day, you won't be ill.*

Dave *I don't know if this is true, but it's something I heard in Spain. If someone has money on New Year's Day, they'll have money all year.*

Answers

1d) Ireland 2c) Brazil 3a) Scotland 4b) Spain

Extra activity

- Students discuss how superstitions could have arisen, e.g. black cats were once believed to belong to witches; mirrors were very expensive, so breaking one was unlucky, etc.

3 Grammar

Aim: to teach and practise the first conditional.

- Students copy and complete the chart in their notebooks. They may refer to the text to help them.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD1 Track 57

First conditional

*If you **open** an umbrella indoors, you **will** have bad luck.*

***If** you put your hat on a bed, it **will** bring bad luck.*

*If you **eat** an apple a day, you **won't be** ill.*

Extra activity

- Give students a limited time to find all the examples of the first conditional in the lesson.

Go to Activity Book Unit 4 Lesson 3 Activities 1–4

4 Speak

Aim: to use the first conditional by speaking about local superstitions.

- Take a few suggestions from the class before students work alone or in pairs to see how many superstitions they can find.
- If time, students can consult, e.g. grandparents at home and report back in their next English lesson.
- Students report back to the class.

Extra activities

- Class discussion about superstitions. Does anyone really believe them? Often British people say, e.g. *Touch wood* (= I hope I'm lucky) without knowing why or believing it makes a difference.
- Students write a paragraph about superstitions. This could be used for homework.

5 Pronunciation

Aim: to distinguish between and practise the sounds /æ/ as in *bad* and /ʌ/ as in *luck* in minimal pairs.

- Play the CD. Students listen and repeat.
- Give further practice as necessary, as these sounds are difficult for speakers of some languages.

CD script and answers CD1 Track 58

bad	*luck*
cap	*cup*
cat	*cut*
sank	*sunk*
drank	*drunk*

• • •

1 cap 2 cut 3 sunk 4 drank

- Play the next section. Students listen and write the words they hear.
- Check round the class.

Extra activities

- Give further practice saying the words in random order for students to say.
- Students use the words in sentences.
- They find other examples of words with the two sounds.

6 Read

Aim: to read a letter and practise the first conditional by completing sentences.

- Students read Dana's letter.
- Ask comprehension questions.
- Then students complete the sentences.
- Check round the class.

Answers

1 *we practise all the time.*
2 *like his CD.*
3 *will visit Nasreen.*

7 Speak and Write

Aim: to use the first conditional to make predictions for their future.

- Students think of good predictions.
- They write sentences about themselves, either new or based on the other students predictions. The sentences may be serious or amusing.
- This is suitable for homework.

Consolidation and Extension activities

- Students prepare a short dialogue involving predictions, e.g. between a parent and a child (*If you don't tidy your room, I'll be angry,* etc.), a teacher and a student, or two friends, etc. Students read each other's dialogue. Let some pairs read for the class.
- Mixed predictions. Students work in groups of about eight. Each student writes a prediction in two parts, on two separate pieces of paper, e.g. *If you walk under a ladder, … something will fall on you.* and *If I pass my exams, … my parents will be very happy.* They fold the papers in half and collect and mix the first halves and second halves together. Then they each take one first and one second half and read them aloud, e.g. *If I pass my exams, something will fall on you,* etc. Each group chooses one or two funny predictions to read to the class.
- Prediction chain. Students make predictions round the class, one word each. For example, *If-it-rains-next-week-we-will-not-play-football.*

Homework

- Students learn the pattern for the first conditional.
- They do some research and write a short paragraph about superstitions. This could involve speaking to an older person, or looking in an encyclopaedia, etc.

Go to Activity Book Unit 4 Lesson 3 Activities 5–6
Grammar Summary p100

4 Lesson 4 *Man or monster?*

Student's Book p50

To start …

- Tell the students that they are going to read a famous Scottish mystery story by an author called Robert Louis Stevenson.

Reading

1 **Aim:** to read the first part of a story.

- Students first look at the cover of the book and suggest what the story is about.
- Students now read the first part of the story.
- Check comprehension, using questions with the past simple and continuous, e.g. *What happened when John Utterson was walking home?*

Speaking

2 **Aim:** to tell the next part of the story using pictures.

- Students read through the cartoon pictures.
- They can read the dialogue parts aloud.
- Then they re-tell the story, following the example. You can do this round the class, with different students making a sentence each.

Listening

3 **Aim:** to listen to the next part of the story and to compare this with students' ideas.

- Play the CD. Students compare this story with their version of the story.

CD script CD1 Track 59

The next day, Utterson saw Hyde again at the back door of Dr Jekyll's house.

'Mr Hyde,' Utterson said, 'I am a friend of Dr Henry Jekyll. He told me about you.'

'He never told you anything! You're lying!' And Hyde opened the door quickly and disappeared into the house.

Utterson didn't understand. He walked round the house and knocked at the front door. An old servant opened the door and Utterson asked to see Dr Jekyll.

'I'm sorry sir, Dr Jekyll is out.'

'I've just seen Mr Hyde. He went into the laboratory by the back door.'

'Yes, sir, Mr Hyde has a key. He works in the laboratory. We don't often see him.'

Utterson walked home. Now he was very worried.

A year later, a famous doctor was murdered and the police said the murderer was Edward Hyde. Utterson went to see Dr Jekyll.

'Have you heard?' Utterson asked. 'Your friend Edward Hyde is a murderer. He's killed a famous doctor.'

Dr Jekyll looked very ill. 'Yes,' he said. 'It's terrible news.'

'Where is Hyde?' Utterson asked.

'I don't know. But I'm sure he's gone away. He sent me this letter.'

Utterson looked at Hyde's letter. He felt cold. The handwriting was very like Dr Jekyll's!

A few months later, Utterson passed Dr Jekyll's house and saw him at the window.

'Jekyll! How are you?' Utterson asked.

'I'm very ill and tired.'

'You need some fresh air and exercise,' said Utterson. 'Come for a walk.'

'I'd like to come, but it's impossible. I can't leave the house,' answered Jekyll with a smile. But suddenly he stopped smiling and closed the window. In that moment, Utterson saw a different face at the window. It wasn't the face of Dr Jekyll.

Extra activities

- Ask students what was happening at the end. Why couldn't Jekyll leave the house?
- What do they think will happen next?
- Students re-tell the story as if they were John Utterson.

4 **Aim:** to read a passage and complete it with words from the story.

- Students read through the next part of the story.
- They complete it with the given words.
- Play the CD. Students listen and check.

CD script and answers CD1 Track 60

*A few days **later**, Dr Jekyll's servant visited Utterson.*

'What's the matter?' asked Utterson. 'Is Dr Jekyll ill?'

*'Something is wrong. He's in his laboratory. He has been there **for** three days. I'm worried because he won't speak and he won't open the door. Please **come** at once.'*

*They walked **quickly** to Dr Jekyll's house **and** Utterson went to the door of the laboratory.*

*'Jekyll, open this door **immediately**!' he shouted.*

'Utterson, please go away! Leave me alone!'

'That's not Dr Jekyll's voice! That's Mr Hyde!' shouted Utterson. 'We must break down the door!'

***When** they ran into the room, they saw a dead man on the floor. It was Edward Hyde. There was a bottle in his hand. The label on the bottle said 'Poison'.*

'Get the police,' said Utterson. 'I think that Mr Hyde has also killed Dr Jekyll.'

***Then** Utterson saw a letter which was lying on the desk.*

5 **Aim:** to exchange ideas about how the story ends.

- Students decide what is in the letter and how the story ends.
- They exchange ideas with a partner. Some pairs may report to the class.
- Play the CD. Students listen and check.
- How many students were right?

CD script CD1 Track 61

On the envelope it said: For Mr John Utterson from Dr Henry Jekyll.

Utterson read the letter.

'There is good and bad in all of us. I made a special drug, because I wanted to be completely good. But I also made another man. His name is Edward Hyde, who is completely bad. He is the other half of me, the very bad part of me, and now he controls me. There is only one answer. I'll take poison. If I kill myself, I will also kill Edward Hyde.'

Extra activity

- Students act out the whole story in groups.

WRITING

6 **Aim:** to write a different ending to the story.

- Ask students if they liked the ending.
- Get some ideas for an ending that saves Dr Jekyll.
- Students work on a new ending. This should be done in groups or pairs.
- Students write their new ending. This is suitable for homework. Encourage students to present their work neatly and illustrate it. Display their work if possible.

TO HELP YOU STUDY

7 **Aim:** to practise idiomatic expressions.

- Play the CD. Students listen and repeat.
- Students find the expressions in the text.

CD script CD1 Track 62

I've got some good news!

That's great!

Just this once!

See you tomorrow.

Hmm … maybe.

Extra activity

- Give the students a word from the story, e.g. UTTERSON, SIGNATURE. Allow them a limited time to see how many words they can make using those letters.

Homework

- Students write what happened to John Utterson next.
- They write Utterson's diary for all or part of the story.

Go to Activity Book Unit 4 Lesson 4 Activities 1–7
Grammar Summary p100

4 Review

1 Read and complete

- This can be done round the class or written. It is suitable for homework.
- Students read and complete the passage.
- Check round the class. Students may check each other's work.

Answers

1 *fell*	6 *true*
2 *later*	7 *mistake*
3 *just*	8 *everyone*
4 *whole*	9 *could*
5 *morning*	10 *sometimes*

2 Write sentences

- This can be done round the class or in writing. It is suitable as a test.
- Check round the class. Students may check each other's work.

Answers

1 *is, will rain*	4 *walks, you'll/you will be*
2 *rains, will stop*	5 *cross, you'll/you will have*
3 *eat, won't sleep*	6 *carry, will bring*

- Students discuss these superstitions and their possible reasons.

3 Write sentences

- This is also suitable as a test.
- Check round the class. Students may check each other's work.

Answers

1 *If you take an umbrella, you won't get wet.*
2 *If you drink too much coffee, you'll sleep badly.*
3 *If you press this button, you'll stop the video.*
4 *If you don't take exercise, you won't be fit.*
5 *If you hurry, you won't be late.*
6 *If you watch too much TV, you'll have square eyes!*

4 Rewrite the sentences

- This is also suitable for homework, or as a test.

Answers

1 *Nelson has just woken up.*
2 *Annie has just eaten an apple.*
3 *Mike has just seen the dentist.*
4 *Rosanna has just bought some new shoes.*
5 *Dave has just broken a guitar string.*
6 *Emma has just washed her hair.*

5 Write sentences

- Students could do this exercise in pairs.
- Check round the class. Students may check each other's work.

Suggested answers

1 *It might be a monkey. It could be a bird.*
2 *It could be a bird/partridge.*
3 *It might be a cow/goat.*
4 *It could be a snake.*
5 *It might be a lion/tiger.*
6 *It could be a chicken.*

6 Read and find the word

- This can be done in pairs.

Answer

P E R F E C T perfect

7 Complete

Answers

1 *everyone*	2 *no one*	3 *someone*
4 *anything*	5 *something*	

8 Find the odd word

- Students find the odd word.
- Check round the class. Encourage students to explain why the word is odd each time.

Answers

1 *small (the others are all words for big)*
2 *hear (the others all involve making a sound, which we can hear)*
3 *walked (this is a movement verb; the others are about feelings)*
4 *wonderful (the others all mean very bad)*
5 *climb (this is upwards movement; the others are all downwards)*

9 Test each other

- This is a good way of helping each other to learn words.
- Explain the idea. Someone says a word. The next person says a word that is associated with it in some way, and so on.
- This can be played as a team game, or done in pairs or groups.

10 Poem

- Ask the students whether they know any mystery stories.

• Ask them to read the poem and identify the words that rhyme with *she, found, hair, sock, bird*.

CD script and answers CD1 Track 63

The Mystery

What were you doing when the lights went out?
I was reading in my room, and then I ***heard*** *a shout,*
So I took out my torch and I was looking all ***around****,*
And that's when I saw a ***key*** *lying on the* ***ground****.*

And what did you do when you saw the ***key****?*
I picked it up, and I was taking it into my room with ***me***
When all of a sudden I heard another shout,
Which really was quite strange as there was nobody about.

So what did you do next? Did you look ***everywhere****?*
Yes, I did – in the hall, in the kitchen and on the ***stair****,*
But I was going to my room when I got quite a ***shock****.*
The door was closed and the key that I was holding fitted the lock!

So did you ***dare*** *to turn the* ***key*** *and open your door?*
Yes, I did, but I cannot tell you what I saw …

Extra activity

• Ask the students to work in pairs and decide what it was the speaker saw when s/he opened the door of his/her room.

Go to Activity Book Unit 4 Review Activities 1–5

5 DANGER

Lesson 1 *You don't have to lose weight!* Student's Book p56

Grammar
have to and *don't have to*
had to and *didn't have to*

Vocabulary
Rules; Household tasks; Verbs for actions.

To start …
- Ask the students to look at the photo on page 56 and tell you what they can see.

1 LISTEN AND READ

Aim: to Introduceand practise *have to* and *don't have to.*

- Play the CD.
- Students read the dialogue in pairs.

CD script CD2 Track 1

Dave *Great meal!*
Mike *Yes, but I must lose some weight. I'm eating too much.*
Dave *Rubbish! You're not fat. You don't have to lose weight.*
Mike *I know I don't have to lose weight. But I want to. Look! There's a trip to the mountains at the weekend. A long walk will be good for all of us.*
Dave *Oh, I don't know. It says here you have to leave at seven in the morning. I'm not getting up that early at the weekend.*
Mike *Yes, but it will be a nice day out – it's very beautiful in the mountains and the air is very clean. But it says that you have to wear walking boots. Do we have to? I haven't got any.*
Dave *We'll be all right with trainers. And you're right – a walk in the mountains will be fun.*

True or false?
- Students answer the questions.
- Check round the class.

Answers
1 *False. He doesn't have to lose weight.*
2 *True.*
3 *False. He doesn't like getting up early.*
4 *True.*
5 *True.*

2 GRAMMAR

Aim: to present and practise *have to/don't have to.*

- Students copy and complete the chart in their notebooks. They may refer to the passage.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD2 Track 2
have to/don't have to
You ***have*** *to leave at seven in the morning.*
He doesn't ***have*** *to lose weight.*
He ***has*** *to get up early.*
We don't ***have*** *to wear walking boots.*

Teaching point: You may compare *have to* and *must*. In the affirmative they mean more or less the same, but in the negative they are different: *don't have to* is the same as *don't need to*, but *mustn't* means an obligation **not** to do something.

Go to Activity Book Unit 5 Lesson 1 Activities 1–4

3 READ AND WRITE

Aim: to read a poster and make statements using *have to.*

- Students read the poster.
- Go through the example. You may do the exercise round the class first.
- Students write sentences.
- Check round the class.

Answers
You have to leave at 7am on Saturday.
You have to wear good walking boots.
You have to take some warm clothes.
You have to take all your litter home with you.
You have to stay with the rest of the group.
You have to collect your packed lunch from the dining room.
You have to buy your ticket by Friday lunchtime.

4 Speak

Aim: students use *have to* and *don't have to* to talk about themselves.

- Ask students the questions in the speech bubbles.
- Let them also ask you.
- Students take turns to ask and answer the questions.

5 Listen and Speak

Aim: to practise *had to* and *didn't have to.*

- Students first read through the questions.
- Play the CD. Students listen and answer *Yes* or *No*, or tick or cross the answers.
- Students tell each other what Rob had to do.
- Finally check round the class with the whole class.

This **Useful Extra** needs to be prepared at home with the students' parents.

- Tell students what your parents had to do when they were children.
- Let some students tell the class about their parents' childhood.
- Students continue talking in pairs or groups about their parents' childhood.

CD script CD2 Track 3

Rob *What were things like when I was a child? [laughs] I'm not that old, you know – it wasn't so long ago! Yes, I suppose some things in my life have changed. We lived on a farm in the country when I was a child, and I had to get up at six every morning. Now I get up when I like. There were lots of animals on the farm and I had to help my father before breakfast. I like animals and I enjoyed it – especially because I didn't have to make my bed when I helped him. I had to catch a bus to school at eight o'clock. I liked school a lot – I played lots of sport. The only thing I didn't like was the uniform – we had to wear grey school uniform and I hated it! I had to do an hour's homework every evening. I usually went to bed quite early, but on Saturdays I didn't have to go to bed before midnight. What else? Well, now I worry about money all the time, but then I didn't have to think about money. That was what was nice about being a child, you could just enjoy yourself – you didn't have to worry about anything.*

Answers

1 *Yes, he did.*
2 *Yes, he did.*
3 *No, he didn't.*
4 *Yes, he did.*
5 *Yes, he did.*
6 *Yes, he did.*
7 *No, he didn't.*
8 *No, he didn't.*
9 *No, he didn't.*

6 Pronunciation

Aim: to match rhyming words that have different spellings.

- Students match the pairs of words, writing them in their notebooks.
- Play the CD. Students listen and check.
- Play the CD again. Students repeat the words.

CD script and answers CD2 Track 4

boot – suit
great – weight
lose – shoes
meal – feel
money – funny
own – phone
warm – storm
wear – share

Extra activity

- Students find other rhyming words to add to the list.

7 Write

Aim: students use *had to* to write about themselves.

- Tell the class some things you had to do as a child.
- Then get suggestions from a few students.
- They all write five sentences. This is suitable for homework.

Homework

- Students ask an older relative, e.g. a grandparent, what they had to do as a child. They then write a short paragraph.

Go to Activity Book Unit 5 Lesson 1 Activities 5 and 6
Grammar Summary p101

5 Lesson 2 *Have you ever been hang-gliding?* Student's Book p58

Grammar
Present perfect and past simple (revision)
so (consequence)

Vocabulary
Hang-gliding; Memorable events.

To start …
- Tell the students about a holiday (fictitious or real) that you took in the mountains last year.
- Say: *Last year, I went to the mountains on holiday. Have you been to the mountains?*
- If some of them have, ask them to tell you some of the things they did there.
- In pairs, students make a list of activities you can do in the mountains.
- Ask some of them to report back to the class.

1 Listen and Read

Aim: to revise and practise the present perfect and past simple.

- Play the CD.
- Students read the dialogue in pairs.

CD script **CD2 Track 5**

Mike *Look at that hang-glider! Have you ever been hang-gliding?*
Dave *Sure. I went on a course six months ago. I trained as an instructor, so now I'm qualified to teach hang-gliding.*
Mike *I don't believe you.*
Dave *It's true!*
Mike *I've always wanted to go hang-gliding. My sister had a go last month.*
Dave *So now you've got the chance! There's a place over there where we can hire a hang-glider. Let's hire one!*
Mike *Don't be stupid, Dave. I can't go up in one on my own.*
Dave *That's OK. We'll go up together.*
Mike *What, in the same hang-glider?*
Dave *Yes, it's safe. I saw it in a programme last week about hang-gliding in Rio.*
Mike *No, honestly, I can't.*
Dave *Don't be a spoilsport! Everything'll be all right. I promise.*
Mike *OK, then. Let's go!*

Complete the questions
- Complete the first one or two questions with the class.
- Students complete the remaining questions.
- Students choose the answers.
- Check round the class by letting students ask and answer round the class.

Answers

1 Has – f	*4 has – c*
2 been – a	*5 When – e*
3 When – d	*6 When – b*

2 Grammar

Aim: to revise and practise the present perfect and the past simple.

- Students may first look through the text for examples of the two tenses.
- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers **CD2 Track 6**

Present perfect
*I **have** always wanted to go hang-gliding.*
*I **have** seen it on TV.*
***Have** you ever been hang-gliding?*

Past simple
*I **went** on a course six months ago.*
*My sister **had** a go last month.*
*I **saw** it in a programme last week.*

Go to Activity Book Unit 5 Lesson 2 Activities 1 and 2

3 Listen

Aim: to listen to the next section of the story for specific information.

- Students first look through the statements.
- Play the CD. Students listen and note if each statement is true or false.
- Check round the class.

CD script **CD2 Track 7**

Mike *Wow! It's amazing.*
Dave *Yeah.*
Mike *But we're so high up. Too high!*

Dave	*Don't worry. When we want to go down we just do this.*
Dave	*Oh no!*
Mike	*Dave, are you all right?*
Dave	*Yes. No. It's my leg.*

Answers

1 True
2 True
3 True
4 False. (They crashed.)
5 True

4 Listen and Read

Aim: to practise the present perfect and the past simple.

- Students read the dialogue and work out the correct order.
- You may remind them that a question in the present perfect is often answered in the past simple with a time. (e.g. *Have you ever been to England? Yes. I went there last year.*)
- Play the CD. Students listen and check.

CD script and answers CD2 Track 8

Dave	*Have you ever broken your leg?*
Mike	*Yes, I have.*
Dave	*When did you break it?*
Mike	*Two years ago.*
Dave	*What happened?*
Mike	*I fell while I was playing football.*
Dave	*How did you feel?*
Mike	*Terrible!*

5 Speak and Write

Aim: students use the present perfect and past simple to talk about their own experiences.

- Ask two or three students one or two questions.
- Let them ask you some of the questions.
- Students take turns to ask each other the questions. If possible, let them move round the room asking each other.
- Students write about other people's experiences. This is suitable for homework.
- Check the writing.

6 Pronunciation

Aim: to distinguish between and practise the sounds of /z/ as in *prize* and /s/ as in *price* in minimal pairs.

- Students look through the words.
- Play the CD. Students listen and repeat.
- Play the next section. Students listen and write what they hear.
- Check round the class.

CD script and answers CD2 Track 9

1	*prize*	*price*
2	*ones*	*once*
3	*plays*	*place*
4	*how's*	*house*
5	*eyes*	*ice*

• • •

1 price 2 once 3 plays 4 how's 5 ice

7 Read

Aim: to present and practise *so* and *because*.

- Students read the passage and complete it with the information.
- Check round the class.

Answers

1c 2f 3a 4e 5b 6d

8 Write

Aim: to complete sentences about hang-gliding using *so* and *because*.

- Students complete the sentences with a reason (*because*) or a consequence (*so*).
- Check round the class.

Homework

- Students write sentences or a paragraph about something they've done and when they did it.

Go to Activity Book Unit 5 Lesson 2 Activities 3–5
Grammar Summary p101

Grammar
Present perfect: *for* and *since*

Vocabulary
Time phrases.

To start …
- Ask the students to look at the pictures on page 60 and tell you who they can see and what they are doing.
- What do the students think has happened to Mike and Dave? Do not confirm their guesses, they will find out in the dialogue.

1 Listen and Read

Aim: to introduce and practise the present perfect + *for* and *since*.

- Play the first part of the CD.
- Students read the dialogue in pairs.
- Do the same for the second part.

CD script CD2 Track 10

Rob *It's seven o'clock. We must go back. What's happened to Mike and Dave?*
Jade *I don't know. I haven't seen them for ages – not since midday.*
Annie *I last saw them at Loch Ness.*
Rob *That was three hours ago! Has anyone seen them since then?*
Jade *No, perhaps they've got lost.*
Rob *We must find them. The mountains are very dangerous!*

• • •

Mike *Dave, it's getting terribly late. Are you sure you can't walk?*
Dave *Ouch! No, I'm sorry, I think I've broken my leg. It really hurts!*
Mike *What are we going to do? I'm freezing cold, and it's starting to rain.*
Dave *I'm starving. I haven't eaten anything since eight o'clock this morning. How long have we been on the mountain?*
Mike *A long time! We've been here for three hours.*
Dave *Can we make a fire? If we make a fire, maybe someone will see it.*
Mike *Have you got any matches?*
Dave *No.*
Mike *Neither have I. Anyway, there's no wood up here, and you can't make a fire with stones. Hey! I've got an idea! Wait here.*
Dave *I'm not going anywhere!*

True or false?
- Students go through the questions, correcting the false ones.
- Check round the class.

Answers
1 *False. She hasn't seen them since midday.*
2 *True.*
3 *False. No one has seen them since four o'clock.*
4 *False. He hasn't eaten anything since eight o'clock in the morning.*
5 *True. (They've been there for three hours.)*

2 Speak and Listen

Aim: to discuss a difficult situation and make suggestions; to revise *going to.*

- Ask students what they think will happen next. What can Rob and the others do?
- What can Mike and Dave do?
- Play the CD. Students listen and compare their answers.

CD script CD2 Track 11

Rob *Hello – is that the police? We're near Loch Ness and we've got a problem. We've lost two of our group, two boys. They're teenagers. Mike Fraser and Dave Lewis. They've been lost for three hours. Please could you look for them? Thank you very much.*
Man 1 *OK, we're flying round Loch Ness now. Oh, look!*
Man 2 *What?*
Man 1 *Look at those stones on the mountain. I think they spell a word.*
Man 2 *You're right! It says H-E-L-P!*
Man 1 *Maybe Mike and Dave are down there. Let's take a look!*

Mike *Are you really a hang-gliding instructor, Dave?*
Dave *Well, actually no. But I did do a training course six months ago. Anyway it doesn't matter.*
Mike *Yes, it does. You nearly killed us! And now we're stuck on this mountain! You are dangerous!*
Dave *What do you mean? Hey! Mike – listen! Can you hear something?*
Mike *Yes – it's a helicopter! Look, up there! It's coming this way!*
Dave *Brilliant!*
Mike *Help! We're over here! Yes! It's landing!*

3 GRAMMAR

Aim: to teach and practise the present perfect with *for* and *since*.

- Students copy and complete the chart. They should refer to the passage to help them.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers **CD2 Track 12**

Present perfect: for and since

They've been there ***for*** *three hours.*

They've been there ***since*** *4pm*

He hasn't seen them ***for*** *ages.*

She hasn't seen them ***since*** *midday.*

He hasn't eaten anything ***since*** *this morning.*

I've been hungry ***for*** *a long time.*

Go to Activity Book Unit 5 Lesson 3 Activities 1 and 2

4 READ

Aim: to practise the present perfect with *for* and *since*.

- Students look at sentences a) – d). Then they read the profile and complete it.
- Check round the class.

Answers

1d 2b 3a 4c

5 SPEAK

Aim: to ask and answer questions using the present perfect with *How long …?* and *for*.

- Do the first question with the class.
- Students work out the other questions.
- Students take turns to ask and answer the questions.
- Check by having different pairs ask and answer all the questions in front of the class.

Answers

1 B *For three years.*
2 A *How long has she had her cat?*
  B *For three years.*
3 A *How long has she played the violin?*
  B *For seven years.*
4 A *How long has she had this violin?*
  B *For a year.*
5 A *How long has she known Lucy?*
  B *For five years.*
6 A *How long has she been friends with Lucy?*
  B *For four years.*

6 WRITE

Aim: to write statements using the present perfect and *since*.

- Go through the first sentence with the class. Imagine that the time is now, and subract three years from now to give the answer.
- You may do the remaining sentences round the class first.
- Then students write all the answers.
- Check round the class.

Answers

These depend on the year you are using this course! Answers given are for 2008.

1 *She's lived in the flat in Dublin since 2005.*
2 *She's had her cat since 2005.*
3 *She's played the violin since 2001.*
4 *She's had this violin since 2007.*
5 *She's known Lucy since 2003.*
6 *She's been friends with Lucy since 2004.*

Extra activity

- Students take turns to make statements for their partner to convert, e.g. *I've been here for four hours. So you've been here since … o'clock*, etc.

7 PRONUNCIATION

Aim: to recognise and practise the sound /ə/.

- Students first look through the sentences.
- Play the CD. Students listen and circle the /schwa / sounds.
- Check round the class.
- Then play it again, pausing for them to repeat the sentences.
- Students read the sentences aloud.

CD script and answers **CD2 Track 13**

I haven't seen them for ages.

That was three hours ago.

How long have we been on the mountain?

I've had her since I was twelve.

8 GAME: Who Is It?

Aim: to find out about someone using questions with *How long …?* and the present perfect.

- First ask the questions round the class, or let students ask you the questions.
- Students take turns to ask and answer the questions. It is best if they can move round the class to ask the three people, so that it is less obvious who they are describing. They write the answers.
- Students take turns to describe someone to the class. The others guess who it is. They can ask for information to be repeated, e.g. *How long has he played football?* This can be done in groups.

9 WRITE

Aim: to write a profile using the present perfect and time details.

- Students may write about themselves or someone else.
- This is suitable for homework. Students may add a small picture, like a passport photo.
- Display all work.

Homework

- Students research and write a short profile of a famous person. If possible, they illustrate it. Display all work if possible.

Go to Activity Book Unit 5 Lesson 3 Activities 3–6
Grammar Summary p 101

Vocabulary
Geographical features.

To start …

• Ask the students to look at the photographs on page 62.
• Ask: *What will happen to these places if we do not look after the planet?*
• Encourage them to make predictions using the first conditional – *if + will* and *won't*. e.g. *If we don't look after the planet there won't be any trees. / wild animals will die.*

Reading

1 **Aim:** to match the photos with the descriptions; to focus on the object pronouns.

• Students look at the photos and match them with the descriptions on page 62.
• Check round the class.

Answers

1 Maddy (hills in Ireland)
2 Dana (mountains in Kurdistan)
3 Jade (beaches in New Zealand)
4 Nelson (Amazon rainforest)

What do the words mean?

• Go through the example with the class.
• Students read the three remaining sentences and work out what each pronoun refers to.
• Check round the class.

Answers

Dana: it = the mountain air
Jade: them = our beaches
Maddy: them = our green hills

2 **Aim:** to read the passage and write predictions.

• Students read the text on page 62.
• Students write nine sentences as in the instructions.
• They may check each other's work, or you may collect their notebooks.

Answers

For the 30-second answer, students multiply items from the first section by ten.
In the next thirty seconds: we will cut down 7,990 trees; the world's population will increase by 90; Americans will eat 60,000 eggs and throw away 30,000 drink cans; 40 new cars will drive out of factories; the Chinese will buy 30 new colour TVs.
For the 30-minute answer, students multiply items from the second section by ten.
Numbers are 100 Blue Whales, 130,000 tonnes, 10 elephants, 1,760 mobile phones, 60 trucks, 250 dolphins, 45 cows.
For the 30-hour answer, they multiply figures in the third section by ten.
170 species, 30,000 wild animals, 3.75 million trees, 1,600 kms of pens, over 10 million cassettes and CDs, 12 million tons.

Listening

3 **Aim:** to listen for specific words and information.

• Play the CD. Students just listen for general understanding.
• Play it again. Students tick or write the words they hear.
• Check round the class.

CD script and answers **CD2 Track 14**

The most beautiful part of Scotland? Mm, that's difficult. Probably the ***mountains****. There's lots of* ***snow*** *in the winter, and in the summer they're lovely and green. You can go skiing there in the winter, and walking in the summer. Visitors usually spend most time in Edinburgh – there's a lot to do here. Somewhere I think everyone must see is the* ***islands*** *– there are so many, and they are so beautiful. My favourite? Easy! The north, near the* ***sea*** *– it's very wild there, lots of* ***hills*** *and not many people. Pollution? Well, there is some pollution but every country has pollution problems, and I think Scotland is luckier than some others. My holidays? I don't stay here for my holidays. I go to southern Europe – it's got two things that Scotland hasn't got. Warm sea and sun!*

• Students listen again and attempt to answer the questions.
• Play the CD again for them to complete the answers.
• Check round the class.

Answers

1 Probably the mountains.
2 In Edinburgh.
3 Yes, the islands.
4 The north, near the sea.
5 Yes, there's some, but not too much.
6 Southern Europe – for the warm sea and sun!

Go to Activity Book Unit 5 Lesson 4 Activities 1 and 2

Speaking

4 **Aim:** to ask and answer questions about Kurdistan.

- Go through the speech bubble with the class.
- Students take turns to ask each other the questions about Kurdistan.
- Let several pairs speak in front of the class.

Writing

5 **Aim:** to write about Kurdistan, using pronouns and *there*.

- Ask two or three students to speak in some detail about the most beautiful part of Kurdistan. They may prepare this presentation for homework.
- They all write a short description.
- This is suitable for homework. Check students' notebooks.

To Help You Study

6 **Aim:** to practise idiomatic expressions.

- Play the CD. Students listen and repeat the expressions.

CD script CD2 Track 15

Rubbish!
Don't be stupid.
Don't be a spoilsport!
Ouch!
I'm freezing cold.
I'm starving.
I've got an idea.

Extra activities

- Students find the expressions in the unit.
- Students make up dialogues using the expressions.

7 **Aim:** to practise using a dictionary.

- Students put the words in the correct columns of the chart.

Answers

Nouns: concert weather café storm rubbish
Pronouns: we it I they
Verbs:go went happen be think throw pollute
Adjectives: nice sunny rainy
Adverbs: badly quickly
Prepositions: of in up away down

Homework

- Students make a tourist poster advertising a beautiful place in their own country. They may work in pairs or small groups.

Go to Activity Book Unit 5 Lesson 4 Activities 3–5
Grammar Summary p101

1 Read and choose

- Students read the extract and choose the correct words.
- Check round the class. Explain where necessary.

Answers

1 weather
2 so (the danger is a result, requiring ***so****)*
3 winds
4 have died (up until now, no specific time)
5 because (the lack of understanding causes the trouble)
6 have to (it is necessary to)
7 warm (hot is rarely used with clothing)
8 Before
9 someone
10 when

Extra activity

- Students close their books. See how many safety points students can remember.

2 Make true sentences

- This can be done round the class or as written work.
- Students may correct each other's work. Check round the class.

Answers

You have to do your homework if you want to pass your exams.
You have to practise every day if you want to be a good musician.
You have to wear walking boots if you want to walk in the mountains.
You have to take regular exercise if you want to keep fit.
You have to save money if you want to buy new clothes.

3 Ask and answer

- Go through the example with the class.
- Students ask and answer the questions in pairs.

Answers

1 Did she have to practise for two hours a day?
Yes, she did.
2 Did she have to write a letter from home every day?
No, she didn't.
3 Did she have to get up early?
Yes, she did.
4 Did she have to go to all the concerts?
No, she didn't.
5 Did she have to learn Italian?
Yes, she did.
6 Did she have to eat Italian food?
No, she didn't.
7 Did she have to learn another instrument?
Yes, she did.

Write sentences

- Students write negative or affirmative sentences about Annie, following the example.
- Check round the class.

Answers

1 She had to practise for two hours a day.
2 She didn't have to write a letter home every day.
3 She had to get up early.
4 She didn't have to go to all the concerts.
5 She had to learn Italian.
6 She didn't have to eat Italian food.
7 She had to learn another instrument.

4 Complete

- This is suitable for homework.
- Students may check each other's work, or you may check round the class.

Answers

1 Did/have	*2 was*	*3 Did/do*
4 saw	*5 walked*	*6 Did/enjoy*
7 was	*8 've met*	*9 've/had*

5 Make true sentences

- This is suitable for spoken or written work.
- Students may check each other's work.

Answers

The clean air in the Kurdish mountains is great, so we mustn't pollute it.
The Amazon rainforest is beautiful, so we have to stop cutting down trees.
A lot of wild animals are in danger of disappearing, so we have to stop people killing them.
Too many people in the world are overweight, so they shouldn't eat so much.
You can easily get lost in the mountains, so tell someone where you are going.

6 Complete

- This is suitable for use as a test or for homework.
- Students may check each other's work, or you may check round the class.

Answers

1 *since; for*	2 *for*
3 *for three; since Friday*	4 *for 15; since 1.00*
5 *since April; for six*	6 *for two; since 1st October*

7 Correct

- This is suitable for spoken or written work.
- Students may check each other's work.

Answers

1. *Rob must find Dave and Mike.*
2. *Annie saw Dave and Mike three hours ago.*
3. *'We've been here since four o'clock,' Mike said.*
4. *Dana has loved singing since he was very young.*
5. *Hang-gliding has been a popular sport for over 50 years.*

8 Test each other

- Go through the speech bubbles with the class.

If one student says a length of time, the other says *for*; if it is a date or time, the other says *since*.

- This can be done in pairs or as a team competition. Keep up the pace.

9 Poem

- Students read the poem and try to complete the gaps.
- Play the CD. Students listen and check.
- Then check round the class.

CD script and answers CD2 Track 16

The Lesson

I'm going for a walk in the ***mountains*** *(1) today,*
It's warm and it's sunny as I start out on my way.
It hasn't ***rained*** *(2) for weeks, and the weather's really fine*
So I'm not taking waterproofs or boots for the climb.

I've walked for two hours and I'm up on a crest,
So I'm stopping for a ***drink*** *(3) and a fifteen minute rest.*
I can see the lake below me, and hear the sheep all bleat,
And I've got some little blisters where my trainers rub my feet.

I've walked for two more hours now, I'm stopping here to eat.
I have to go slower for I've got some ***cuts*** *(4) on my feet.*
I'm starting to get colder the higher that I go,
The sun's gone in, the sky's turned grey – I hope it doesn't ***snow*** *(5)!*

I'm feeling rather bad and I'd really like to stop,
But it isn't very far ***until*** *(6) I reach the top.*
It's just started raining, and I'm frozen to the bone,
And I wish I wasn't here up this mountain on my own.

I'm in a helicopter, and I'm feeling rather ***sick*** *(7).*
It's lucky that these rescue people were so very quick!
It's minus five degrees and it's snowing hard outside.
Another ***hour*** *(8) or two, and I might easily have died.*

I've learnt my ***lesson*** *(9) now, and you should learn it too:*
When you're going to the mountains, take the right things with you.
The ***weather*** *(10) changes quickly, you need to be prepared,*
And never go alone – the mountains must be shared.

Extra activity

- Students learn the poem by heart.
- They say the poem to each other in pairs – each students takes a verse in turn.

Go to Activity Book Unit 5 Review Activities 1–5

6 Communication

Lesson 1 *They told him not to move.* Student's Book p68

Grammar
Reported requests and commands

Vocabulary
Requesting and commanding

To start …

• As the students come into the room, remind them about requests and commands by asking them to do small things, e.g. open/close a window, move a chair. Ask: *Could you open the window, please?*

1 Listen and Read

Aim: to Introduce reported requests and commands; to read a newspaper report for specific information.

• Play the CD. Students follow in their books.
• Give help where necessary, but encourage them to work out new words from context.
• Students answer the questions. This can be done round the class or in writing.
• Check round the class.

CD script CD2 Track 17

Mike Fraser was a hero yesterday. Thanks to his quick thinking, he and Dave Lewis were rescued from danger in the mountains.

Mike and Dave went to the Scottish Highlands with a group from the Music Now Festival. In the afternoon, they went hang-gliding. Unfortunately the hang-glider crashed on a mountain near Loch Ness and Dave broke his ankle. He couldn't walk, so he and Mike stayed on the mountain and waited. They had no food or water, so they were hungry, thirsty and cold. By the evening they were starting to get desperate. Then Mike had a brilliant idea. He wrote a message on the ground with stones.

Meanwhile, group leader Rob Townsend was trying to find Mike and Dave. Finally he decided to contact the police. He dialled 999 on his mobile phone and he asked the police to look for the missing teenagers. A police helicopter flew over Loch Ness, and the pilot saw Mike's message. Dave and Mike were rescued and flown to hospital in Inverness last night.

Later, Mike spoke to our reporter. 'We were incredibly relieved when the helicopter arrived,' he said. 'The police told Dave not to move and they carried him to the helicopter. I climbed in after him. They asked us to put on dry clothes and they gave us some hot soup. They were great.'

Dave wanted to apologise.

'I feel very guilty – it was all my fault,' he said. 'Rob told us to wear walking boots, and he told us not to leave the group. But I took no notice. I was very silly.' The police agreed. On the radio news last night, they asked walkers in the Highlands to be sensible and not to take stupid risks.

Answers

1 *Because he broke his ankle.*
2 *Because they had no water.*
3 *He dialled 999 on his mobile phone.*
4 *To hospital in Inverness.*
5 *They felt incredibly relieved.*
6 *The police carried him.*
7 *He felt very guilty.*
8 *They thought he was very silly.*

2 Read

Aim: to distinguish between requests and commands; to match direct with reported speech.

• If necessary, do the first two sentences with the class.
• Then students go through the others.
• Check before they match the direct and reported requests and commands.
• Check round the class.

Answers

1 *Command*
2 *Request. He asked the police to look for the missing teenagers.*
3 *Request. They asked walkers in the Highlands to be sensible.*
4 *Command. Rob told us to wear walking boots.*
5 *Request. They asked walkers not to take stupid risks.*
6 *Request. They asked us to put on dry clothes.*
7 *Command. He told us not to leave the group.*

3 Grammar

Aim: to teach and practise reported requests and commands.

• Students copy and complete the chart.
• Play the CD. Students listen and check.

CD script and answers CD2 Track 18

Reported requests

'Could you look for them?'

He asked the police to look for them.

'Please don't take risks.'

They asked walkers not to ***take risks****.*

Reported commands

'Keep still!'

They told Dave ***to keep still.***

'Don't say anything.'

He told me ***not to say anything.***

Extra activities

- Students take turns to tell or request each other to do things. The partner must first report what he or she was told/asked and then say whether it was a request or a command.
- Often the tone of voice is as important as the words. So, *Will you please sit down!* may be a command, not a request.

Go to Activity Book Unit 6 Lesson 1 Activities 1 and 2

4 Listen and Speak

Aim: to listen for mistakes; to convert direct speech into reported speech.

- Students first read through the sentences.
- Play the CD. Students listen and note differences.
- Check round the class.

CD script CD2 Track 19

1 *Emma, could you get me a cup of tea, please?*
2 *Mike, would you open the window, please?*
3 *You two, stop talking!*
4 *Mike, please don't be late tomorrow.*
5 *Mike, take the letters to the post office.*
6 *Emma, don't forget your camera!*

Answers

1 *tea, not coffee*	4 *Mike, not Emma*
2 *open, not close*	5 *post office, not post box*
3 *talking, not laughing*	6 *camera, not bag*

Ask and answer

- Go through the example with the class.
- Students ask and answer questions about the sentences. This can be done round the class or in pairs.

Answers

1 *No, she asked Emma to get her a cup of tea.*
2 *Did she ask Mike to close the window? – No, she asked him to open it.*
3 *Did she tell them to stop laughing? – No, she told them to stop talking.*
4 *Did she ask Emma not to be late? – No, she asked Mike not to be late.*
5 *Did she tell Mike to take the letters to the post box? – No, she told him to take them to the post office.*
6 *Did she tell Emma not to forget her bag? – No, she told her not to forget her camera.*

5 Listen and Write

Aim: to listen to messages and report them in writing.

- It will help if students copy the message format into their notebooks.
- Play the CD. Students listen and note the details.
- Play it again for them to check.
- Check round the class. Students may check each other's work.

CD script CD2 Track 20

Jade *Hi, this is Jade speaking with a message for Emma. Emma, can you meet me at the café at 7.30 this evening? See you there – Bye.*

Woman *Hello, this is Mike's mother. Can Mike phone home as soon as possible? Thanks.*

Rob *Hello, this is Rob Townsend with a message for Emma and Mike. Please come to a party at the Festival Village tomorrow evening. I hope you can both make it. Bye.*

Answers

To: Emma *From: Jade*
Message: Can you meet her at the café at 7.30 this evening?

To: Mike *From: your mother*
Message: Can you phone home as soon as possible?

To: Emma and Mike *From: Rob Townsend*
Message: Can you come to a party at the Festival Village tomorrow evening?

Write sentences

- Students write the messages in reported form.
- Check round the class. Students may check each other's work.

Answers

Jade asked Emma to meet her at the café at 7.30.

Mike's mother asked him to phone home as soon as possible.
Rob asked Emma and Mike to go to a party at the Festival Village.

Fact File

- Students read this through silently.
- Ask students to close the books. Say the Scottish words and ask students to translate them into English (and/or vice versa).

6 PRONUNCIATION

Aim: to hear and practise stress in words with three or more syllables.

- Play the CD. Students listen and repeat.
- Play it again. They mark the stress.
- Check round the class.

CD script CD2 Track 21

apologise	*assistant*	*desperate*	*helicopter*
hero	*hospital*	*incredibly*	*sensible*
teenager	*unfortunately*		

Answers

hero (1)
assistant, desperate, hospital, sensible, teenager (3)
apologise, helicopter, incredibly (4)
unfortunately (5)

6 GAME: Do What I Say!

Aim: to use reported requests and instructions in a guessing game.

- Go through the instructions with the class. A student writes a request or an instruction on a piece of paper and gives it to a member of the group. The others should not see the paper. The second student does what the paper says. The others must guess what the instruction was. The trick is to choose an action which answers several different instructions, as in the example.
- Students play the game.

8 WRITE

Aim: students use reported requests and instructions to write about themselves.

- Go through the examples with the class.
- Then students write their sentences. This is suitable for **homework**.

Homework

- See above.

Go to Activity Book Unit 6 Lesson 1 Activities 3–5
Grammar Summary p101

Grammar
Present perfect: *already* and *yet*
Adjective + infinitive

Vocabulary
Newspaper headlines.

To start …
- Ask the students to look at the photograph on page 70 and tell you who they can see.
- Ask: *What's Mike doing? Is Emma happy? What is she saying to Mike?*
- Do not confirm their guesses, they will find out in the dialogue.

1 Listen and Read

Aim: to introduce and practise the present perfect with *already* and *yet* and adjectives with infinitives.

- Play the CD.
- Students read the dialogue in pairs.

CD script CD2 Track 22

Emma *Have you finished with the computer yet?*
Mike *Nearly. What's the hurry?*
Emma *I've already asked you three times. I want to finish the front page. It's our last edition.*
Mike *But I'm sending an email to Australia.*
Emma *Mike, is it really necessary to spend all day on the computer?*
Mike *What's the problem? Have you thought of a good headline yet?*
Emma *No. I thought of 'End of Festival', but that sounds silly.*
Mike *How about 'Festival Finished'?*
Emma *Now, that really is silly. I quite like 'Party Now!' or 'The Music's Over'. It's difficult to choose. Which one is best?*
Mike *It's hard to say. Oh, look! Another email! I've already had four this morning!*
Emma *I know! 'MNX Madness' – that's a great headline.*
Mike *Madness? Why madness?*
Emma *Because you are driving me mad!*

Complete and match
- Students complete the questions. If necessary, point out that the sentences all begin with question words.
- Students find the correct answers.
- Check by letting students ask and answer round the class.
- Students now complete the statements about the text.
- Check round the class.

Answers

1 *Why – c*	2 *Which – a*	3 *Why – d*
4 *How many – b*	5 *Why – e*	

1 *has not*	2 *already, three*	3 *has, yet*
4 *difficult, choose*	5 *it's, to*	6 *has already had*

2 Grammar

Aim: to teach and practise the present perfect with *already* and *yet*.

- Students copy and complete the chart.
- Play the CD. Students listen and check.
- Check round the class. Give further explanation and examples if necessary.

CD script and answers CD2 Track 23

Present perfect: already and yet
I've ***already*** *asked you three times.*
It hasn't stopped raining ***yet****.*
Have you finished with the computer ***yet****?*

Extra activities
- Students find examples of *already* and *yet* with the present perfect in the text.
- Students ask each other questions with *yet* and answer with *already* or *yet*.

Go to Activity Book Unit 6 Lesson 2 Activities 1–3

3 Read and Speak

Aim: to practise using adjectives with the infinitive and *already* and *yet*.

- You may first ask students to find adjectives with infinitives in the text.
- They match the headlines with the sentences. Do the first one with the class if necessary.
- Check round the class.

Answers

1e 2c 3f 4a 5b 6d

4 Speak

Aim: students use *yet* and the present perfect to talk about themselves.

- Tell the class some things you want to do but haven't done yet, e.g. *I haven't passed my driving test yet!* (They need not be true!)
- Students use the prompts to think of five things they'd like to do.
- In pairs, they take turns to tell their partner.

Extra activity

- Students tell other pairs what their partner hasn't yet done.

5 Pronunciation

Aim: to recognise and practise different spellings of vowel sounds.

- Students match up all the rhymes.
- Play the CD. Students listen and check.

CD script and answers CD2 Track 24

choose – whose	*friend – send*
head – said	*hunt – front*
really – nearly	*sure – tour*
thought – short	*turn – learn*
worry – hurry	

Extra activities

- Play the CD again, pausing for students to repeat the words.
- They find other words to add to their list of rhymes.

6 Read

Aim: to practise adjectives + infinitives by completing a reading passage.

- Students read the passage and complete it.
- Check round the class.

Answers

1 message	*2 from*	*3 to*	*4 nothing*
5 easy	*6 who*	*7 with*	*8 It*
9 difficult			

Look!
- Students read the examples.
- They find similar examples in the text.
- They may write similar sentences of their own.

7 Write

Aim: to write a message to another class.

- Explain that students are going to write a message or email to another class.
- In small groups they decide what to put in the message.
- If it is possible for the messages to be given to other English learners in the school, or to learners in another school, or if they can be emailed that would be excellent.
- Otherwise you can collect all the messages, mix them up and redistribute them round the class.

Consolidation and Extension activities
- Students imagine they are a famous person, e.g. an actor, a singer, a sports person. They decide briefly what they are good at and on some achievements. Then they imagine they are a reporter about to interview a famous person. They prepare some questions which should include the grammar of this lesson, e.g. *Have you won any medals yet? Is it hard to train?* etc.
- Students take turns to interview a famous person. If there's time and space, let them move round and choose different people to interview. Make sure they take turns at asking and answering.
- Students write a list of ten to twelve things that have to be bought or done, e.g. tidy the bedroom, wash the dishes, buy some fruit. They write this out twice. On one sheet they tick four to six things that they have already done.
- Students give their partner the unticked list. The partner must find out what has already been done, by asking e.g. *Have you tidied the bedroom yet?* The other answers either *Yes, I've already tidied it* or *No, I haven't tidied it yet*. The questioner ticks appropriately. Finally they compare lists.
- They may report back to the class on what their partner has and hasn't done.

Homework
- Students imagine they are a tourist visiting somewhere, e.g. Edinburgh, or a place they know well. They list things to see and do there, and decide which they have already done. They use this list as the basis for a letter to a friend or family member about their visit. They may use sentences like *I haven't visited the castle yet, so I'm going to visit it tomorrow.*

**Go to Activity Book Unit 6 Lesson 2 Activities 4–7
Grammar Summary p101**

6 Lesson 3 *He said there was going to be a big bang!* Student's Book p72

Grammar
Reported statements

Vocabulary
Music.

To start …

- Before the lesson, prepare some questions to ask the students, e.g. *What time is it? What music do you like? What day is it today?*
- Ask the questions and encourage individual students to answer.
- When they answer, pretend that you cannot hear them. Ask another student: *What did he/she say?*
- Prompt them to answer: *He/She said it's/it was …* Do not worry at this stage about the correct tense change.

1 Listen and Read

Aim: to introduce reported statements.

- Play the CD.
- Students read the dialogue in pairs.

CD script CD2 Track 25

Voice *MNX? Here's some really hot news for you, so listen carefully. Tonight there's going to be a great big bang at the Music Now stage! It's going to be at nine o'clock. Yeah! That's right. The biggest explosion of sound you've ever heard. It's going to shake the roof and break the windows. So be warned – and my name's Master Blaster!*

Mike *Oh no! Emma, could you turn off your ipod and listen to me?*

Emma *Why? What on earth's the matter?*

Mike *I've just listened to a message on the answerphone. I think we've had a call from a madman.*

Emma *What are you talking about?*

Mike *He said that there was going to be a big bang at the Music Now stage tonight.*

Emma *Calm down, Mike. Now, exactly what did he say?*

Mike *He said that this big bang was going to be on the Music Now stage at nine o'clock. We must do something! Maybe call the police?*

Emma *Who left the message? Did he leave his name?*

Mike *Yes, he said his name was Master Blaster. What are we going to do?*

Emma *Wait, Mike. Why don't you look at the festival programme first?*

Mike *We haven't got time for that.*

Emma *Look. Look here. It's Sunday. This evening on the Music Now stage. Master Blaster, the loudest reggae sound system in the world. It's music, Mike, loud music!*

Mike *Oh …*

True or false?

- Students re-read the passage, answer the questions and correct the false statements.
- Check round the class.

Answers

1 *True*
2 *False. She was listening to music.*
3 *False. She wasn't worried.*
4 *True*
5 *True*
6 *False. He's a reggae singer/musician.*

2 Grammar

Aim: to teach and practise reported statements.

- Students copy and complete the chart.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD2 Track 26

Reported statements

'My name's Master Blaster.'
He said (that) his name was Master Blaster.

'It's going to be at nine o'clock.'
He said (that) it was going to be at nine o'clock.

'We must call the police.'
He said (that) they had to call the police.

'It's reggae.'
*She said (that) it **was** reggae.*

'It starts at seven thirty.'
*She said (that) it **started** at seven thirty.*

'We must do something!'
*He **said** (that) they **had** to do something.*

Go to Activity Book Unit 6 Lesson 3 Activities 1–4

3 Listen and Speak

Aim: to match questions and answers; to report answers.

- Students read the questions and find the answers.
- Play the CD. Students listen and check.
- Check round the class.
- Then students ask each other to report the answers. This may be done in fours or round the class. Student 1 asks the question. Student 2 answers. Student 3 asks What did she say? and Student 4 reports the answer.

CD script CD2 Track 27

1 *What kind of music is this?*
Emma *It's reggae.*
2 *Where is it from?*
Emma *It's from Jamaica.*
3 *When does the concert start?*
Emma *It starts at nine o'clock.*
4 *Who is playing?*
Emma *Master Blaster.*
5 *Where is he from?*
Emma *He's from New York.*
6 *When does the festival finish?*
Emma *It finishes on Sunday.*
7 *What is happening on the last day?*
Emma *There's going to be a party.*

Answers

1c 2e 3a 4f 5g 6b 7d

4 Listen and Speak

Aim: to compare newspaper headlines with the radio and to report what was said.

- Students first read the headlines and guess what they are about. You may go through them with a less confident class.
- Play the CD. Students listen only.
- Play it again. They note differences between the radio and newspaper reports.
- You may check round the class at this stage.

CD script CD2 Track 28

Mungo *Good morning Edinburgh and welcome to Festival Radio. It's Sunday morning eight o'clock and here is the news. The figures for Friday's concert by Papagaio are now in and there was a new festival record of 9,000 people. Tonight's festival party starts at 8.30 and a great evening is planned with something for everyone. Don't miss the famous reggae star Master Blaster, who arrived in Edinburgh yesterday and is already making himself heard. One problem is the weather and I'm afraid that we expect some rain for this evening's event – so don't forget your umbrellas. And a piece of late news just in: we hear that Dana from Kurdistan has won the prize as the festival's best singer! So let's hear that song one more time. Get ready for Dana and We Can Make Music Together!*

Answers

(details from the radio news are given) 9,000 were at the concert; the party starts at 8.30; the weather is likely to be cold and rainy; the reggae star (Master Blaster) arrived yesterday; a Kurdish singer won the prize.

Ask and answer

- Students ask each other questions about the news items, as in the example.
- This is suitable for pairs or as a team game. To make it more difficult, those who are answering close their books.

5 Speak and Write

Aim: to ask and answer questions about likes and dislikes and plans; to report the answers in writing.

- Students first read the questions and note their own answers.
- Then they interview three students each. They should move around, if possible. They note the answers.
- Finally they write full sentences about the students. The last part could be done for homework.

Homework

- Students write a short speech, e.g. by someone thanking others for a present or an award. Then they write the newspaper report of the speech.

Go to Activity Book Unit 6 Lesson 3 Activities 5 and 6
Grammar Summary p102

6 Lesson 4 *Story time*

Student's Book p72

Vocabulary
Verbs of movement.

Reading

1 **Aim:** to predict what a story is about and then read and check.

- Students look at the title and the first picture.
- They discuss what they think the story is about. This can be done in groups and reported back to the class.

2 **Aim:** to read and compare ideas.

- Students read the story, comparing it with their ideas.
- Check comprehension.

Extra activity

- Students close their books. They re-tell the story so far.

Speaking

3 **Aim:** to tell the next part of the story using pictures.

- Students look at the picture story. They work out what is happening.
- They discuss the story in groups.
- Each group reports back to the class with their version of the story.

Listening

4 **Aim:** to listen to the rest of the story and find out what really happened.

- Play the CD. Students listen and compare their version with the CD.
- You will need to play it two or three times.

CD script CD2 Track 29

'Sazan, it's time to get up!' Her mother was shouting from the kitchen. 'I've already called you three times! Why haven't you got up yet?'

Sazan didn't move. She lay under the bedclothes and waited. Then she heard her father's feet on the stairs.

'Come on, Sazan. Your mother said it was time to get up.' He walked around the room, and then looked under the bed.

'Hey, Sazan, where are you?' he laughed. 'Have you forgotten to wake up?'

Sazan lay under the bedclothes and she tried to make herself as small as possible. Then something amazing happened. She really did become smaller and smaller. Soon she was absolutely tiny.

'That's incredible! I've just become really tiny!' Sazan thought. 'Tiny Sazan!'

'I'm taking off the bedclothes,' her father said. Bright light shone in Sazan's eyes, and she flew up in the air to the ceiling. She looked down on her father.

'Hi, Dad! I'm up here!' she shouted. But her father couldn't hear her. Then her mother called from the kitchen, 'Come on, you two. Stop playing games. It's time for school.'

Sazan laughed. Then she fell slowly down and landed on her father's head. 'I've never been here before!' she thought.

A strong wind started to blow. Sazan caught hold of a thick hair and put her arms around it. 'If I don't hold on, I'll fall off,' she thought.

Her father was walking out of the bedroom towards the stairs. Then he started to run down the stairs. The wind blew harder and harder, and Sazan nearly fell off her father's head.

The wind stopped and they were in the kitchen. Her father walked up to her mother, and put his arms around her.

'Sazan's not there,' he said. 'I'm a bit worried – she's not in her room!'

'Here I am!' Sazan shouted. But her parents didn't hear her.

Then Sazan jumped in the air and landed on something soft that moved up and down. She was on her mother's eyelash! She went up and down every time her mother opened and closed her eyes. Sazan felt strange. Then she fell off the eyelash on to the eyeball. It was like a beautiful clear blue sea.

Then suddenly the sea was full of enormous salty waves! Her mother was crying!

'Sazan! Where are you?' her mother called.

Sazan opened her mouth, but it immediately filled with water. She started to swim. Then a great wave of tears carried her down her mother's face to her lips. Her mother breathed in deeply and a strong wind lifted Sazan up. The wind was her mother's breathing, and it carried her up into her mother's nose. Then …

'I'm going to sneeze,' Sazan's mother said.

'Oh no!' thought Sazan.

'A-tish-oooo!'

The sneeze blew Sazan out of her mother's nose and up into the air. Sazan screamed. She went round and round in the air, and then she fell – right down on to a piece of toast on the breakfast table.

'Here, calm down and have something to eat,' her father said.

The piece of toast flew up into the air. Sazan looked in horror at her mother's open mouth with her huge white teeth. But then her mother put the toast down.

'I can't eat,' she said. 'I'm going upstairs to look for Sazan.'

'I'm here, I'm here,' Sazan shouted.

'Yes, I can see you are,' her mother said. 'It's time to get up!'

Sazan opened her eyes. She was in bed, and her mother was sitting beside her.

'Oh, Mum,' she said. 'I've had a really weird dream. I was absolutely tiny – and you nearly ate me!'

Her mother laughed. 'Time to get up,' she said.

Go to Activity Book Unit 6 Lesson 4 Activities 1 and 2

Writing

5 **Aim:** to practise writing the opening to a story in English.

- Go through the instructions and examples with the class.
- Invite comments on which opening they prefer.
- Students now write their openings. This is suitable for homework.

6 **Aim:** to comment constructively on each other's work.

- Students show each other their work. Encourage them to make constructive comments.

To Help You Study

7 **Aim:** to practise idiomatic expressions.

- Play the CD. Students repeat the expressions.

CD script CD2 Track 30

It was all my fault.

What's the hurry?

What's the problem?

It's hard to say.

Calm down.

Extra activities

- Students find the expressions in the unit.
- They use them in conversation.

8 **Aim:** to improve writing skills and techniques.

- Go through the instructions with the class.
- Students follow the instructions in pairs.
- They complete their stories from Activity 5.
- Steps 1 and 2 can be done for homework.
- Check written work.

Extra activity

- Students read their stories to the class.

Consolidation and Extension activities

- In pairs, students imagine they are Sazan and a reporter. The reporters interview Sazan about what it was like being so small.
- Spelling chain. Give students a word, e.g. *bedroom*. Choose a student. He or she chooses a word beginning with the last letter of your word, i.e. *m*, for example, *mother*. The next word must begin with *r*. This can be played round the class or in groups, or from team to team. You could insist they use words from the lesson or unit.
- Allow students a limited time to see how many words they can make from INCREDIBLE or DESCRIPTION.

Homework

- Students make up another story about Sazan. Perhaps she is small again, or perhaps she grows very big. They may use the writing partner technique for the later stages.

Go to Activity Book Unit 6 Lesson 4 Activities 3 and 4
Grammar Summary p102

1 Read and complete
- Students read and complete the text.
- Check round the class.

Answers
1C 2C 3C 4A 5A 6C 7B 8B 9A 10C

2 Write sentences
- This can be used for homework.
- Check round the class. Students may check each other's work.

Answers
1 *She asked them all to stop talking.*
2 *She asked Dave to turn the music down.*
3 *She asked Maddy not to be late.*
4 *She asked Nelson to open the window.*
5 *She asked Dana to sing his song again.*
6 *She asked Emma not to forget to bring the photos.*

3 Write sentences
- This can also be used as a test or for homework.
- Check round the class. Students may check each other's work.

Answers
1 *He told them to take some warm clothes.*
2 *He told them not to leave any litter.*
3 *He told them to take some water.*
4 *He told them not to go off on their own.*
5 *He told them to keep an eye on the weather.*
6 *He told them not to forget their packed lunches.*

4 Put the words in order
- This may be done round the class or as written work.
- Check round the class.

Answers
1 *Emma wanted to use the computer.*
2 *It's necessary to wear walking boots in the mountains.*
3 *Rob decided to make a phone call.*
4 *It's difficult to pronounce some English words.*
5 *You should try to take lots of exercise.*
6 *It isn't easy to play the violin well.*

5 Ask and answer
- Students look through and work out the questions.
- Students ask and answer the questions in pairs.

Answers
1 *Have the police found Mike and Dave?*
Yes, they've already found them.
2 *Has Annie seen the castle?*
Yes, she's already seen it.
3 *Has Nelson written his postcards?*
No, he hasn't written them yet.
4 *Has Rosanna phoned her parents?*
Yes, she's already phoned them.
5 *Have Dana and Rosanna visited the museum?*
No, they haven't visited it yet.

Write sentences
- Students write sentences as in the example.
- Check round the class. Students may check each other's work.

Answers
2 *The police have already found Mike and Dave.*
3 *Annie has already seen the castle.*
4 *Nelson hasn't written his postcards yet.*
5 *Rosanna has already phoned her parents.*
6 *Dana and Rosanna haven't visited the museum yet.*

6 Listen and report
- Students may first work out the reported form of each sentence.
- Play the CD. Students listen and report, as in the example.
- Encourage them to repeat the report after the CD.

CD script and answers CD2 Track 31
Listen and report what Emma and Mike say, like this.

Emma *There's a party tomorrow night.*
She said there was a party tomorrow night.

Now you.

Emma *There's a party tomorrow night.*
She said there was a party tomorrow night.
Mike *It starts at half past eight.*
He said it started at half past eight.
Emma *It finishes at eleven.*
She said it finished at eleven.
Both *Everyone must come.*
They said everyone had to come.
Mike *There's going to be a competition.*
He said there was going to be a competition.
Both *It's going to be a great party!*
They said it was going to be a great party.

Extra activity

- Students write the reported statements.

7 Correct the sentences.

- This may be done round the class or as written work.
- Check round the class. Students may check each other's work.

Answers

1 Emma told Mike not to call the police.
2 We have already had lunch.
3 Have you seen the film yet?
4 It's not difficult to learn English.
5 Mike asked Emma to take off her headphones.
6 Yesterday Emma said Mike was driving her mad.

8 Test each other

- Go through the example with the class.
- Let them make two or three examples in class.
- Students take turns to make, ask about and report statements.

9 Poem

- Students read the poem and choose the best alternatives.
- Play the CD. Students listen and check.

CD script and answers CD2 Track 32

My own sweet way

Dad said that we were going
*on a visit to the **queen**;*
I thanked him very kindly,
but said I'd already been.

Dad told me that on Monday
we were flying to New York;
I said it was a nice idea,
*but I've got to go to **work**.*

Dad told me for the weekend
we were driving down to France;
*I mentioned I got sick in **cars**,*
and wouldn't take the chance.

Dad said that he was buying me
*a brand new set of **clothes**;*
I said gently I had plenty
and had no need of those.

Dad's been so very kind to me,
*it's difficult to **say***
That I really like to live my life
in my own sweet way.

Extra activities

- Play the CD again for students to recite the poem chround the class.
- They learn the words by heart.
- Ask students to work out what 'he' actually said, e.g. *We are going to visit the Queen.*

Go to Activity Book Unit 6 Review Activities 1–5

7 People and Places

Lesson 1 *You're a star now, aren't you?* Student's Book p80

Grammar
Question tags with *be*

Vocabulary
Objects; Physical description.

Useful Aids
- An opaque bag with some mystery objects in it, e.g. a ball, an apple, etc.
- Photos or postcards of places in your country or famous places they should know, e.g. the Eiffel Tower.

To start ...
- Ask the students to look at the photograph on page 80 and tell you who they can see and what they think is happening.
- Tell them to read the lesson title if they need a clue.
- Do not confirm their guesses, they will find out in the dialogue.

1 Listen and Read

Aim: to introduce question tags with *be* in the present and past simple.

- Use the CD to present the text.
- Check comprehension.
- Students read the dialogue in groups. Let one or two groups read for the class.

CD script CD2 Track 33

Rob *Give me an M! Give me a U! Give me an S! Give me an I! Give me a C! Give me an N! Give me an O! Give me a W! MUSIC NOW. Hello everyone, It's time for Star Surprise, and here to tell you all about it is Mike.*

Mike *Thank you, everyone. This evening you've all voted and chosen the Star Musician of the Festival, and it is – all the way from New Zealand – JADE!!! Come up here, Jade, we've got a surprise for you. Listen to this.*

Voice *Hello, Jade. Many congratulations, dear. We're all very proud of you.*

Jade *Oh, no! It's my mother, isn't it?*

Mike *Yes. You can speak to her on the phone again later. Now listen to this.*

Voice *Hi Jade! Remember me? You're a star now, aren't you?*

...

Mike *Who's that?*

Jade *It's Rocky, my brother in Auckland!*

Voice *Come back soon, Jade. I miss you.*

Jade *See you soon, Rocky.*

Mike *You're looking forward to seeing Rocky again, aren't you?*

Jade *Sure.*

Mike *There's just one more thing for you to listen to. [MUSIC] What was that?*

Jade *I haven't a clue!*

Mike *Really?*

Jade *Only joking! It was my old school band, wasn't it?*

Mike *That's right! That was Jade and the Janglers from four years ago! And now here's Rob to give you the Festival Star Prize!*

Rob *And the prize is: a CD of all the festival music, signed by all the musicians – a souvenir of Music Now.*

Make questions
- If necessary, do the first question with the class.
- Students make the other questions.
- Check round the class.

Answers
1 *Who is the Star Musician of the Festival?*
2 *Who is the first voice?*
3 *What did she say?*
4 *What is Jade's brother's name?*
5 *What did he say?*
6 *What were Jade's old school band called?*

Extra activities
- One student closes his/her book and another asks the questions.
- Students act out the story from memory.

2 Grammar

Aim: to teach and practise question tags with be in the present and past simple.

- Go through the dialogue with the class picking out question tags.
- Students copy and complete the chart.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers **CD2 Track 34**

Question tags

1 *It's my mother,* ***isn't it****?*
2 *We're very proud of her,* ***aren't we****?*
3 *You're looking forward to seeing Rocky,* ***aren't you****?*
4 *She's the Star Musician,* ***isn't she****?*
5 *It was my old school band,* ***wasn't it****?*
6 *They were good,* ***weren't they****?*

Extra activity

- Students make further statements with question tags, e.g. *It's hot/cold today, isn't it?*

Go to Activity Book Unit 7 Lesson 1 Activities 1–4

3 Pronunciation

Aim: to practise the intonation of question tags.

- Play the Grammar sentences again, pausing for students to repeat.

4 Write

Aim: to give written practice of question tags with be in the present and past simple.

- Students copy and complete the sentences.

Answers

1 *It's from Brazil,* ***isn't it****?*
2 *You're a big star now,* ***aren't you****?*
3 *He's Kurdish,* ***isn't he****?*
4 *We're next,* ***aren't we****?*
5 *She was the winner,* ***wasn't she****?*
6 *They were at the party,* ***weren't they****?*

Extra activity

- Students take turns to make statements, e.g. *It's your book*. Their partner repeats the statement, adding a question tag, e.g. *It's your book, isn't it?*

5 Game: What Is It?

Aim: to practise question tags in a game.

- Use the bag and objects you have brought, or a school bag with classroom items, e.g. a book, chalk, a ruler, etc. Put in one object at a time, so that students cannot see.
- Students take turns to come and feel the object, guessing e.g. *It's a ball, isn't it?*
- Students continue the game in groups.

6 Speak

Aim: to guess about places using question tags.

- Look at the first photo. Students have to guess where Vanessa was.
- Students continue the activity.

Answers

1 *Vanessa was at the reception desk, wasn't she?*
2 *Mike and Emma were in the MNX office, weren't they?*
3 *Dana and Rosanna were on the bus, weren't they?*
4 *Rob, Jade and Annie were on the mountain, weren't they?*

Extra activity

- Use the postcards you brought in and ask students what and where they are. They answer e.g. *That's the Eiffel Tower, isn't it? It's in Paris, isn't it?*

7 Write and Speak

Aim: to make guesses about people using question tags.

- Go through the example with the class.
- Students each write a short description.
- They read their description for the others to guess.

Extra activity

- Students write and read similar descriptions about members of the class or other teachers for the others to guess.

Homework

- Students imagine they are Jade. They write their conversation with Jade's mother or brother after the party, or her diary entry.

Go to Activity Book Unit 7 Lesson 1
Activities 5 and 6
Grammar Summary p102

7 Lesson 2 *Have you ever been on TV?* Student's Book p82

Grammar
Present perfect + *ever/never*
may and *might*
all and *none*

Vocabulary
Memorable experiences.

To start …

- Ask the students to look at the photo on page 82 and read the speech bubble.
- Ask: *Have you ever been in a competition?* Encourage individual students to answer and tell you what kind of competition, e.g. quiz, sport.
- Ask: *Have you ever won a competition? What did you win?*

1 Listen and Read

Aim: to revise *ever* and introduce *never* with the present perfect.

- Students look at the photo. *Who is there? What is happening?*
- Play the CD.
- Students read the dialogue in pairs.
- Ask the final question. Answer: *No.*

CD script **CD2 Track 35**

Dave *Have you ever been on TV?*
Maddy *No, never. Why? Have you?*
Dave *Yeah, lots of times.*
Maddy *Lots of times? You're joking. You've never been on TV at all!*
Dave *Yes, I have. We've got a small TV at home and I often sit on it!*
Maddy *Honestly! Dave, shut up!*

2 Listen

Aim: to listen for detail.

- Students first read through the questions.
- Play the CD. Students listen, and choose the best answers.
- Play the CD again for students to check their answers.
- Check round the class. Pay particular attention where two words sound similar, e.g. *island* and *Highlands*.

CD script **CD2 Track 36**

Emma *Hello? Can you all hear me? We're going to have a competition! I've never heard so much noise! Be quiet for a moment!*
Dave *Boo!*
Emma *That's Dave, isn't it? Try and listen. You might learn something! Now look at this picture. It might be a beautiful island anywhere in the world. But in fact, it's the Isle of Skye, off the north-west coast of Scotland. And the first prize in the competition is a week's free holiday there. Have any of you ever been to Skye?*
Mike *Yes, I have. I went there last year. It's a fabulous place. I hope I win – I've never won a prize.*
Emma *You can't enter the competition, Mike, because you live here. Right, the competition is called 'How much do you know about Scotland?' Here are the questions – you've got three minutes to write and then I'll tell you the answers. OK? Good luck!*

Answers

1a 2a 3a 4b 5b 6a 7a

Extra activity

- Students close their books. Ask questions about the CD script.

3 Read

Aim: to revise topics in the coursebook.

- This is the competition from the party. Give students three minutes to complete the answers. They may also work in pairs.
- Check the answers round the class.

Answers

1 *Edinburgh.*
2 *The bagpipes.*
3 *About five million.*
4 *Sean Connery.*
5 *The Outlook Tower.*
6 *Holyrood Palace.*
7 *Arthur Conan Doyle.*
8 *Loch Ness.*
9 *Nessie.*
10 *Robert Louis Stevenson.*
11 *The Highlands.*

Extra activity

- Give students a short time to look through the answers. Then they close their books and answer the questions from memory.

4 GRAMMAR

Aim: to teach and practise the present perfect with *ever* and *never*.

- Students copy and complete the chart.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD2 Track 37

Present perfect: ever/never

Have you ever been to Skye?

*Yes, **I have**.*

*Have you **ever won** a prize?*

*No, I **haven't**.*

No, never.

*No, I've **never won** a prize.*

Extra activity

- Students find examples of *ever* and *never* in the lesson.

Go to Activity Book Unit 7 Lesson 2 Activities 1–3

5 SPEAK AND WRITE

Aim: students speak and write about themselves using the present perfect with *ever* and *never*.

- Ask students some of the questions.
- Students then take over the questioning in pairs or small groups.
- Students note the answers and compare them.

Go to Activity Book Unit 7 Lesson 2 Activity 4

6 LISTEN AND SPEAK

Aim: to practise the language of guessing and possibility.

- Go through the expressions with the class.
- You could practise them with a guessing game.
- Play the CD. After each sound, pause for students to guess what it is. If they can't say it in English then translate it for them into Kurdish.
- Play it again for them to confirm their guesses.
- Go through the answers.

CD script and answers CD2 Track 38

1 animal roar
2 violin music
3 a plane taking off
4 a fire
5 the sea
6 a gunshot
7 an alarm clock beeping
8 a squeaking door
9 a chicken clucking
10 an elephant trumpeting
11 a snake hissing

7 PRONUNCIATION

Aim: to distinguish between and practise the sounds /eɪ/ as in *may* and /aɪ/ as in *might* in minimal pairs.

- Students look through the words.
- Play the CD. Students listen and repeat.

CD script and answers CD2 Track 39

may	***might***
wait	*white*
late	*light*
way	*why*
day	*die*
lake	*like*
main	*mine*

• • •

1 wait 2 light 3 why 4 day 5 lake 6 mine

- Play the next part of the track. They write the words they hear.

8 WRITE

Aim: students use the present perfect with *ever* and *never* and the language of possibility to write about themselves.

- Go through the example with the class.
- Tell students some things you've always wanted to do but have never done.
- Let some students tell the class their ideas.
- Students write their paragraph. This is suitable for homework. Check their work.

Homework

- In the next lesson the winners of the music festival will be announced. Ask student to write who **will** probably be the winner, and why. And who **should** be the winner and why.

Go to Activity Book Unit 7 Lesson 2 Activities 5–7
Grammar Summary p102

Grammar
both; superlative + *ever*

Vocabulary
Places.

To start …

- Ask the students to look at the photo on page 84.
- Ask: *Can you remember where Jade and Maddy are from? Which cities do they live in?* (New Zealand and Ireland – Auckland and Dublin.)

1 Listen and Read

Aim: to present both and to listen for specific information.

- Students first read the introductory dialogue between Rob and Dave.
- Ask questions, e.g. *Where is next year's festival going to be? How are they going to decide?*
- Students read the next section, the gapped dialogue between Maddy and Rob. They complete it with sentences a) – e).
- Play the CD. Students listen and check.
- Check round the class.

CD script CD2 Track 40

Rob *OK everybody – this is the best festival we've ever had and now it's nearly time to say goodbye. But before we go, what about next year's festival? Where's it going to be?*
Dave *Liverpool!*
Rob *Sorry, Dave. We've looked carefully at all the suggestions, and the choice is between Auckland in New Zealand and Dublin in Ireland. Yes, they're both wonderful cities! In a minute, I'm going to ask you to vote, but before you decide, let's hear what Maddy and Jade have to say about their cities. Maddy first.*
Maddy *Yes! Come to Dublin.*
Rob *What's the best thing about Dublin?*
Maddy *Oh, the cafés. There are lots of great places where you can meet your friends.*
Rob *And what's the worst thing about it?*
Maddy *I suppose it's the weather. It often rains in Dublin – but I don't mind that.*
Rob *What are the people like?*
Maddy *They're kind, they're funny, and they're very friendly to visitors.*
Rob *OK, and what's the food like?*
Maddy *It's delicious! And we eat a lot of fresh fish, because Dublin is on the coast.*
Rob *Right, and now most important – what's the music like?*
Maddy *Absolutely brilliant! Dublin is really famous for its music! Bob Geldof was born there and U2 started there. Everyone in Dublin loves singing and playing and dancing.*
Rob *And why should the next festival be in Dublin?*
Maddy *Because it's a fantastic city – and Ireland is a really small country!*

Answers

1e 2c 3b 4a 5d

2 Listen and Write

Aim: to listen to a conversation for specific information.

- Students copy the chart.
- Play the CD. Students listen without writing.
- Allow them time to complete the chart.
- Play the CD again for students to complete and check their answers.
- Check round the class, by asking e.g. *What's the best thing about Auckland?*
- Finally, ask students which city they think should hold the next festival, and why.

CD script and answers CD2 Track 41

Rob *Tell me, Jade. What's the best thing about Auckland?*
Jade *Oh, the beaches. They're just fabulous – the best beaches I've ever seen.*
Rob *What's the worst thing about it?*
Jade *Well, I guess the weather can be bad. It rains a lot in Auckland.*
Rob *What are the people like?*
Jade *They are really relaxed, like all New Zealanders!*
Rob *More relaxed than people in Britain?*
Jade *Definitely!*
Rob *What about the food – what's the food like?*
Jade *Oh, it's very international – you can eat food from all over the world in Auckland. And of course, we eat a lot of fish and seafood.*
Rob *OK, and now the big question – what's the music like?*

Jade *There's a great music scene – musicians from all over the world come to perform in Auckland. And every summer there are music festivals on the beach! They're amazing!*

Rob *OK, so why should the next festival be in Auckland?*

Jade *Because it's a fabulous city – and New Zealand is a really cool country!*

Rob *Thank you, Jade. Now everyone – which city do you think should hold the next festival? Dublin or Auckland?*

3 SPEAK

Aim: to speak about different features of a city.

- Students use the chart to ask and answer questions about Auckland in pairs.
- They each think of a city in their own country and complete a similar chart.
- They take turns to ask and answer questions about their chosen cities.

4 PRONUNCIATION

Aim: to practise the intonation of exclamations.

- Play the CD. Students listen and repeat.
- Pay attention to the intonation.

CD script CD2 Track 42

It's delicious!
It's amazing!
They're wonderful!
It's fantastic!
It's brilliant!
They're fabulous!

5 GRAMMAR

Aim: to teach and practise *both*.

- Students copy and complete the chart.
- Play the CD. Students listen and check.

CD script and answers CD2 Track 43

Both
They are both wonderful cities.
*They are **both** on the coast.*
*You can eat fresh fish in **both** cities.*
*It rains a lot in **both cities**.*

Go to Activity Book Unit 7 Lesson 3 Activity 1

6 SPEAK AND WRITE

Aim: to practise *both*.

- Do the example with the class.
- Students match the other pairs.
- They write sentences with *both*.
- Check round the class. Students may check each other's work.

Answers

Kurdistan and France are both countries.
Carrots and potatoes are both vegetables.
Europe and Asia are both continents.
The Mississippi and the Amazon are both rivers.
Samba and jazz are both kinds of music.
A jaguar and a tiger are both wild animals/big cats/ animals which are in danger.
or: A jaguar and a tiger both have beautiful fur.
A jacket and a shirt are both items of clothing.

7 GAME: Connections

Aim: to play a word game using *both*.

- Using the example, explain the rules.
- You may give other examples and play a couple of rounds with the class, e.g. cow and cat, bottle and glass.
- This can be played in pairs, groups or as a team game.

8 SPEAK AND WRITE

Aim: students speak to each other using *ever* with superlative adjectives and the present perfect.

- Ask two or three students two or three questions each.
- Let students ask you some of the questions.
- Students take turns to ask each other questions. They note the answers.
- They also note answers for themselves.
- They write a paragraph about themselves and their partner.
- The writing is suitable for homework.

Homework

- Students ask another friend or someone in their family the questions in activity 8. Then they write a paragraph, in English, about the answers.

Go to Activity Book Unit 7 Lesson 3 Activities 2–7
Grammar Summary p102

Vocabulary
Town facilities and attractions.

To start …
- Ask the students what they remember about Auckland and Dublin.
- Which city do they prefer?
- Have a class vote to find out where they think the next festival should be.

Reading

1 **Aim:** to read a passage for general meaning.

- It may be helpful for students to read the titles first, so that they are really looking for the topic of each paragraph.
- They read the text and match the titles.
- Check round the class, explaining where necessary.

Answers

1 *The People (key words: Maoris, Europeans)*
2 *The Geography (key words: mountains, volcanoes, landscape)*
3 *The weather (key words: temperature, warmest, coolest)*
4 *'The City of Sails' (key words: sailing, boats)*

Extra activity

- Students look at the photos and you ask questions about different things in them.

2 **Aim:** to read for specific information and do a true/false exercise.

- Students re-read the text and complete the exercise.
- The exercise may be done individually or in pairs. Students may check each other's work.

Answers

1 *True.*
2 *False. They arrived between 1100 and 1199.*
3 *False. The South Island is larger.*
4 *False. Summer in New Zealand is at the same time as winter in Kurdistan. (Because it is in a different hemisphere.)*
5 *True.*

Listening

Aim: to listen to a text and complete the words of a song.

- Play the CD.
- Ask comprehension questions, e.g. *When did Molly Malone live? What did she sell? Why did she die?*

3 Listen to the song
- Students complete the song.
- Play the CD. Students check their answers.
- Play the CD again. Students can sing the song.

CD script and answers **CD2 Track 44**
*In Dublin's fair **city***
*Where the girl's are so **pretty***
*There once **lived** a girl called sweet Molly Malone.*
She wheeled her wheelbarrow
*Through streets broad and **narrow***
Crying 'Cockles and mussels alive, alive oh.
Alive, alive oh, alive, alive oh,'
Crying 'Cockles and mussels alive, alive oh.'

Speaking

4 **Aim:** to describe a famous Kurdish person.

- Give an example of a famous Kurdish person. Describe him or her, but don't give his/her name. Students guess who it is.
- Give students a few minutes to make notes about a famous Kurdish person.
- In pairs, students take turns to describe their famous person.

Writing

5 **Aim:** to write a description.

- Students write the description of their famous person. This can be done in class or for homework
- They can pass their descriptions to another student (not the student in the original pair) to guess the identity.

Go to Activity Book Unit 7 Lesson 4 Activities 1 and 2

To Help You Study

6 **Aim:** to practise idiomatic expressions.

• Play the CD. Students repeat the expressions, paying particular attention to intonation.
Teaching point: explain to students that *Shut up!* Can be rude. You should only say it to friends, and should always smile when saying it!

CD script **CD2 Track 45**

I haven't a clue.

Boo!

Shut up!

Good luck!

Absolutely brilliant!

Definitely!

7 **Aim:** to review students' learning.

• Go through the questions for first impressions.
• Give students a short time to think about the questions.
• They discuss their answers in groups or in class.
• Go through the example in the speech bubbles.
• Students think of words or places and test each other.

Extra activities

• Students think of a list of interesting places, famous people, etc. Then they take turns to say one. The next student has to respond with *ever* and a superlative, or *never*, like this:

Student 1: *The Beatles.*
Student 2: *They're the best/worst band I've ever heard.*
(to Student 3): *Mount Everest.*
Student 3: *I've never climbed it.*

• Spelling chain. Do this round the class or in groups. Each student says a word beginning with the last letter of the previous word, like this: *park – keyboard – rain – November.* They should not repeat words.

Homework

• Students write a paragraph comparing New Zealand and Kurdistan.

Go to Activity Book Unit 7 Lesson 4 Activities 3–5
Grammar Summary p102

7 Review

Student's Book p88

1 Read and choose

- Students read the passage and choose the correct words.
- Check round the class.

Answers

1 never; 2 night; 3 Both; 4 by; 5 between; 6 first; 7 ever; 8 easier; 9 isn't she; 10 all; 11 prize; 12 questions; 13 right; 14 weren't; 15 had; 16 What; 17 days'; 18 been; 19 see; 10 next

Extra activities

- Ask comprehension questions.
- Ask students where they think the festival will be next time.

2 Listen and Speak

- Students may first read through the sentences and add the question tags.
- Play the CD. Students listen and then repeat the sentence with the question tag.
- Because the intonation is important, pause the CD for them to repeat the correct responses.

CD script CD2 Track 46

Listen and add question tags to show that you are sure, like this.

Dana is Kurdish.

Dana is Kurdish, isn't he?

Now you.

1 *Dana is Kurdish.*
 Dana is Kurdish, isn't he?
2 *Edinburgh is a wonderful city.*
 Edinburgh is a wonderful city, isn't it?
3 *Emma and Mike are both sixteen.*
 Emma and Mike are both sixteen, aren't they?
4 *Dave and Mike were in danger.*
 Dave and Mike were in danger, weren't they?
5 *Rob was at the party.*
 Rob was at the party, wasn't he?
6 *We're good at English.*
 We're good at English, aren't we?

3 Ask and answer

- Students may first work out the questions.
- Students ask and answer questions in pairs.

Answers

1 *Has Jade ever ridden a horse?*
 Yes, she has.
2 *Has Nelson ever been to a carnival?*
 Yes, he has.
3 *Has Dana ever visited Holyrood Palace?*
 No, he hasn't.
4 *Has Rob ever lost his bag?*
 No, he hasn't.
5 *Have Dave and Mike ever flown in a helicopter?*
 Yes, they have.

- Students write the answers in full, as in the example.

Answers

1 *Jade has ridden a horse.*
2 *Nelson has been to a carnival.*
3 *Dana has never visited Holyrood Palace.*
4 *Rob has never lost his bag.*
5 *Dave and Mike have flown in a helicopter.*

4 Ask and answer

- Go through the example with the class.
- Students may first write the questions.
- Do the activity in pairs or with the whole class.
- Check round the class.

Answers

1 *What's the worst film you've ever seen?*
2 *What's the longest book you've ever read?*
3 *What's the hottest place you've ever visited?*
4 *What's the best song you've ever heard?*
5 *What's the most exciting game you've ever played?*
6 *What's the nicest present you've ever had?*

5 Write sentences

- Go through the examples. If necessary, remind students that they should use both only for two items.
- Students write the sentences.
- Check round the class. They may check each other's work.

Answers

1 *They're both musicians.*
2 *They're all places where people live.*
3 *They're all drinks.*
4 *They're both parts of the body.*
5 *They're both languages.*
6 *They're all adjectives describing the temperature.*
7 *They're all types of furniture.*
8 *They're both cities.*

6 Correct these sentences

- This can be done round the class or as written work.
- Students may correct each other's work.

Answers

1 isn't he? *2 Have you ever been* *3 None of us*
4 are both *5 the nicest*

7 Find the odd word

- This can be done round the class, in pairs or as written work.
- Students explain why words are odd.
- Check round the class.

Answers

1. *terrible – the others are positive words.*
2. *broken – this is a past participle, but the others are past simple.*
3. *Kurdish – this is a language but the others are countries.*
4. *climb – this is regular in the past tense (climbed) but the others are irregular (ride, rode, ridden; break, broke, broken; see, saw, seen).*
5. *island – this is land surrounded by water. The others are all areas of water.*

8 Test each other

- This is suitable for pairs or groups.
- Go through the speech bubbles with the class.
- Students spend a short time looking through the stories for interesting things people said.
- They test each other.
- See who can get the most right.

9 Poem

- Students read through and find the opposites.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD2 Track 47

Dublin

Have you ever been to Dublin?
*You can fly there any **day**.*
*It's a really **pretty** city*
*And it's **good** for work and play.*

You might walk along the Liffey,
Stroll in St Stephen's Park,
*Or if you want some **noise** and fun:*
*Temple Bar after **dark**!*

*There are **interesting** things to do,*
Museums you might see,
Old buildings in the Georgian style
And cafés to drink tea.

Have you ever been to Dublin?
You really have to go.
It's waiting for your visit now,
Its beauties all on show.

Extra activities

- Play the CD again for students to read the poem chround the class.
- Students learn the poem by heart.

Go to Activity Book Unit 7 Review Activities 1–5

Grammar
Expressing wishes with *could*

Before you start …

- The festival is over. Ask students: *What do you think will happen to Dana now the festival is finished?*
- Do not confirm or deny their predictions. They will find out from the CD.

1 Listen and Read

Aim: to introduce *wish + could*.

- Play the CD.
- Play the CD again. Students read the conversation silently or aloud with the CD.
- Students do the True/false exercise individually or in pairs.
- Check round the class.

CD script CD2 Track 48

Rob *So, Dana … you didn't win. Are you disappointed?*

Dana *No, not really. I think Jade deserved to win. She's really great!*

Rob *I'm glad you feel like that. So, you're going back to Kurdistan …*

Dana *Yes, tomorrow. I wish I could stay longer.*

Rob *How do you get there?*

Dana *I fly from Edinburgh to Vienna and then change and get a plane to Hawler.*

Rob *Well, maybe I've got one last surprise for you before you go. Come with me, there's someone who wants to meet you.*

Dana *Meet me?*

Rob *Yes … come over here. Dana Azad, can I introduce you to Bill Jennings?*

Dana *Hello Mr Jennings.*

Bill *No, no, call me Bill. I'm from Records UK.*

Dana *Records UK? But …*

Bill *Hey, Rob, haven't you told him yet?*

Rob *Er … no. I wanted to surprise him. Now, Dana, you know I played your CD on my MNX programme the other evening …*

Bill *Well, I heard it and I really liked it. I'd like you to come to a studio and lay down a couple of tracks with our own musicians.*

Dana *I don't believe it!*

Rob *It's true, Dana.*

Dana *But I'm going back to Kurdistan tomorrow.*

Bill *Don't worry, Dana. We've thought about that. You don't need to come to us. We'll come to you.*

Dana *To Kurdistan?*

Bill *Sure! No problems! We know some people out there with a good studio and we'll take it from there!*

Dana *Hey, Jade … Come here. Have you heard my news?*

Answers

1 *False. He has to change in Vienna.*
2 *True.*
3 *False. He hasn't told Dana.*
4 *False. Bill can do the recording in Kurdistan.*
5 *True.*

2 Grammer

Aim: to teach *wish + could*.

- Students study the grammatical form.

Teaching point: make sure that students understand that, when a statement has been made, they should not use the full sentence again with a wish. They should use the short form instead.

Make wishes

- This can be done as a spoken or written exercise, or both.
- You can ask students to give the wishes in both forms.

Answers

1 *I wish I could come and see you this evening.*
I can't come and see you this evening. I wish I could.
2 *I wish we could have a holiday this year.*
We can't have a holiday this year. I wish we could.
3 *I wish I could sleep, doctor.*
I can't sleep, doctor. I wish I could.
4 *I wish she could join us on our picnic.*
She can't join us on our picnic. I wish she could.
5 *I wish my parents could drive.*
My parents can't drive. I wish they could.

Go to Activity Book Farewell Unit Activity 1

3 Read and Write

Aim: to revise tenses.

- Students can do this individually or in pairs. Or it may be a more formal test.

Answers

1 *was talking*	2 *is called*	3 *works*
4 *listened to*	5 *likes/liked*	6 *wants*
7 *am going*	8 *will come*	9 *isn't*

4 Listen and Sing

Aim: to end the course with a song.

• Play the CD. Students should listen with their books shut.
• Play the first verse again. Students repeat and sing, line by line. You may need to do this more than once.
• When they have learned the verse, repeat this procedure with the second verse.
• Now students can open their books and sing the whole song together.

CD script CD2 Track 49

We can make music together

Give me an A, give me an E.
Give me an A, then we will see.
If we can make music together,
If we can make music together.

I like your sound, I like you around me,
So glad that I found you, glad that you found me
Hope we can meet, make music together
We gotta stay cool, we gotta get better.

C'mon …

Give me an A, band, give me an E.
Give me an A, band, then we will see.
If we can make music together,
If we can make music together.

I reckon we've got it, I reckon we'll make it.
I reckon we've got it, we've got what it takes if
We want to make music together,
We want to make music together.

Give me an A, give me an E.
Give me an A, then we will see.
If we can make music together,
If we can make music together.

Go to Activity Book Unit 7 Farewell Unit Activities 2–4

Discoveries and Inventions

1 The wheel Student's Book p18

Before you start …

• Students look round the class and in their bags and pockets and list all the inventions they can find. Do they include 'unlikely' inventions – money, their desks, windows, pens and pencils? Or do they just list the obvious ones – mobile phones, CD players, electric lights?

• In pairs or small groups students make a list of the five most important inventions, giving reasons.

1

Answers

1A 2B

Discoveries: fire, America, the Earth goes round the Sun, oil

Inventions: the wheel, the plane, television, the alphabet

2

Answers

The Middle East, Europe, North and South America

C, E, A, F, D, B

2 The Telephone Student's Book p30

Before you start …

• How many methods of communication do the students know which were used before the telephone was invented? E.g. letters, flashing light signals, smoke signals, signalling with flags and fires on hilltops. Help with vocabulary where necessary.

2

Answers

1B 2C 3B 4A 5C

3 Photography Student's Book p42

Before you start …

• How many different types of photographer can students think of? Give them an example or two, e.g. sports photographer, war photographer. In pairs or small groups they list others. E.g. wildlife photographer, fashion photographer, wedding photographer, photographer of famous people. Help with vocabulary where necessary.

1

Answers

1D 2A 3C 4B

2

Answers

D 1826 A 1837 F 1900 C 1936

E 1994 B 2000

4 Pen and Paper Student's Book p54

Before you start …

• How many different uses of paper can students think of? E.g. newspapers and magazines, books, notebooks, envelopes, household uses, paper kites, wrapping paper. Help with vocabulary where necessary.

• How did we learn and receive information before we had pen and paper? Did people in those days have better memories?

1

Answers

1 The first paper

2 The invention of 'modern' paper

3 The spread of papermaking

4 recent developments in papermaking

2

Answers

1 journalist 2 rotates 3 reservoir 4 evaporating

5 Flight Student's Book p66

Before you start …

• Have any students in your class been in an aeroplane? Where did they go? Did they enjoy it? Were they scared? If your students haven't flown, would they like to? Where would they like to go? Would they be scared?

1

Answers

1 birds 2 also 3 spent 4 rose

5 happy 6 lasted

2

Answers

A The Chinese Kite
B The Montogolfiers' Balloon
C The Wrights' 'Flyer'
D Leonardo's Ornithopter

6 MEDICINE Student's Book p78

Before you start …

• Ask students, in small groups, to list common, everyday medical problems – e.g. cold, headache, stomach ache, toothache, sore throat. Help with vocabulary where necessary. What do they do when they have one of these problems? What medicines do they take?

1

Answers

1. *False. She wanted to be a famous scientist.*
2. *False. She studied at a French university.*
3. *True*
4. *True (she was exposed to too much radioactivity).*
5. *False. She won a Nobel prize after her mother died.*

2

Answers

3, 1, 6, 5, 2, 4

7 MONEY Student's Book p90

Before you start …

• Before students read the text explain to them that there was a time when money did not exist. In small groups they discuss how people survived in a world without money. They then read the text to find out if their ideas were correct.

1

Answers

2 The world before money
3 The invention of money
4 The development of money
5 The age of plastic

2

Answers

$	Dollar	The USA etc.
£	Pound	The United Kingdom
IQD	Dinar	Kurdistan etc.
€	Euro	Many European countries
¥	Yen	Japan

Welcome Unit

1

2 Jade comes from New Zealand and she's got dark hair.
3 Nelson has got dark hair and he plays the drums.
4 Dana is a singer and he comes from Kurdistan.
5 Annie and Dana are from Europe and Jade is from New Zealand.
6 Dave and Jade play the guitar and they are on the right.

2

2 Dave and Jade are standing on the right.
3 Maddy and Annie are wearing skirts.
4 Maddy is holding a violin and she is standing on the left.
5 Dave and Jade are holding guitars.

3

I am writing (1) this letter at the festival. I (2) am sitting at a table with some of the musicians. One of the musicians (3) is playing a guitar at the moment. His name (4) is Dave and he (5) lives in Liverpool. I (6) like all the people here – they (7) come from lots of different countries. I (8) am having a great time in Edinburgh!
Love
Emma

4

2 She's going to dance.
3 She's going to play the violin.
4 They're going to listen to music.

5

1 Mike lives in Edinburgh and he is having a great time at Music Now.
2 Emma is a student and she is going to meet lots of people at the festival.
3 Dana is going to sing at Music Now.
4 Maddy comes from Ireland and she plays the violin.

6

1 F**E**STIVAL
2 **D**RUMS
3 V**I**OLIN
4 BA**N**D
5 KEY**B**OARDS
6 G**U**ITAR
7 **R**OCK
8 SIN**G**ER
9 **H**OLDING

7

1 The	2 –	3 the	4 –
5 a	6 the	7 the	8 the
9 the	10 –	11 a	12 a
13 the	14 a	15 a	16 the

8

1 city	2 population	3 in	4 on
5 has	6 country	7 live	8 independent
9 people	10 accent		

9

1 modern	2 airport	3 university
4 belt	5 international	6 curly
7 population	8 castle	

Unit 1 Lesson 1

1

1 from	2 name	3 the	4 who
5 fill	6 a	7 where	8 the
9 the	10 who		

2

2 He's the one who's talking to Emma.
3 She's the one who's sitting at the reception desk.
4 He's the one who's wearing an orange shirt.
5 She's the one who's standing on the left.

3

2 A guitarist is someone who plays in a band.
3 A nurse is someone who helps a doctor.
4 A penfriend is someone who writes letters to you.
5 A receptionist is someone who works in a hotel.
6 A tourist is someone who is on holiday.

4

1 A health centre is a place where you can talk to a doctor.
2 A post office is a place where you can post a letter.
3 A café is a place where you can drink a cup of coffee.
4 A bus stop is a place where you can catch a bus.
5 A phone box is a place where you can make a phone call.
6 A cinema is a place where you can see a film.
7 A gymnasium is a place where you can take exercise.
8 A restaurant is a place where you can have a meal.

5

coffee	dentist	doctor	entrance
public	suitcase		
expect	report		

6

bus stop	city centre	disc jockey
ground floor	musical instrument	pop singer
post box	satellite TV	suitcase

Unit 1 Lesson 2

1

1 doing	2 playing	3 taking	4 travelling
5 visiting	6 being	7 feeling	8 going
9 meeting	10 dancing		

2

2 Nelson loves watching cartoons.
3 Rosanna can't stand washing up.
4 Dana loves going to discos.
5 Rob can't stand getting up early.
6 Jade doesn't mind tidying her room.

3

2 Jade likes cooking and so does Mike.
3 Nelson can't play the guitar and neither can Annie.
4 Dana loves sightseeing and so do Rosanna and Jade.
5 Maddy doesn't mind getting up early and neither does Mike.
6 Pedro speaks Spanish and so does Rosanna.

4

Maddy I love going to the cinema.
Dave So do I.
Maddy I don't mind doing homework.

Dave	Don't you? I can't stand doing homework.
Maddy	I love listening to music.
Dave	So do I.
Maddy	And I don't mind watching cartoons.
Dave	Neither do I.
Maddy	I can't stand tidying my room.
Dave	Neither can I.
Maddy	But I don't mind writing letters.
Dave	And I love writing letters.

5

Maddy loves going to the cinema and so does Dave. Maddy doesn't mind doing homework and neither does Dave. Maddy loves listening to music and so does Dave. Maddy doesn't mind watching soap operas and neither does Dave. Maddy can't stand tidying her room and neither can Dave. Maddy doesn't mind writing letters and Dave loves writing letters.

6

1 of	2 at	3 about	4 to
5 in	6 to	7 in	8 at
9 of	10 at		

7

1 most, post	2 early, curly	3 bass, place
4 folk, joke	5 truth, youth	6 friend, end
7 soap, hope	8 so, know	9 course, horse
10 straight, late		

Unit 1 Lesson 3

1

1 D	2 F	3 C	4 A	5 B	6 E

2

1 Why don't we go to the cinema this evening?
2 You're hungry? Why don't you have something to eat?
3 It's a beautiful day. Why don't we go for a walk in the park?
4 You're worried about your exams? Why don't you talk to your teacher?

3

2 I'm having coffee with a group from Italy.
3 I'm watching the sightseeing tour leave.
4 I'm having lunch.
5 I'm visiting Festival Radio and seeing Mungo.
6 I'm answering letters and phone calls.
7 I'm going home to change my clothes.
8 the festival is starting.

4

7.45 am	quarter to eight	07.45
8.00 am	eight o'clock	08.00
9.30 am	half past nine	09.30
3.15 pm	quarter past three	15.15
6.10 pm	ten past six	18.10
10.55 pm	five to eleven	22.55

5

1 on, at, for	2 on, for	3 on, at, for
4 at, on	5 at, on, on, for	

6

1 band	2 bicycle	3 hello
4 perform	5 book	

7

1 most, coast	2 queen, mean	3 what, hot
4 tour, sure	5 why, high	

Unit 1 Lesson 4

1

1 D	2 I	3 B	4 F	5 H
6 A	7 E	8 J	9 C	10 G

2

Sample answer

Funny films, funny stories and funny people make him laugh and he last cried when he fell of his bike three years ago. He's a friendly person and he's quiet – when he isn't singing! For Dana, a good friend is someone who helps you when things go wrong. People who don't tell the truth make him angry.

Dana's bad habit is that he isn't very tidy. He likes rock music, reggae and samba. In his free time Dana enjoys dancing, he plays basketball, and he loves going to the cinema.

3

1 C	2 D	3 A	4 E	5 B

4

1 fan	2 joke	3 habit	4 cry

5

Adjectives	**Adverbs**
amazing	always
angry	finally
mad	never
noisy	often
pleased	sometimes
positive	usually

6

1 M	I	2 C	R	O	3 P	H	4 O	N	5 E	S
U		L			R		U		X	
6 S	T	A	R		E		7 T	I	C	K
I		S		8 A	S	K	S		I	
9 C	A	S	T	L	E		10 I	N	T	O
I		I		11 O	N		D		E	
12 A	C	C	E	N	T		13 E	14 N	D	15 S
N		A		E		16 S		O		U
17 S	E	L	F		18 T	O	U	R		R

Unit 1 Review

1

1 who	2 where, drinks
3 doesn't, stand	4 making, in
5 going, so	6 doesn't, neither
7 going, by, morning	8 visiting, 1st
9 staying, for	10 water-skiing, skating

2

1 C	2 E	3 H	4 A	5 F

3

1 There are four hundred bedrooms in the Festival Village.
2 Like Mike, Emma is a student and is 16 years old.
3 Mike doesn't mind getting up early and neither does Emma.
4 A café is a place where you can get snacks and drinks.
5 Food in the café is cheaper than in the restaurant.

4

1 C	2 D	3 C	4 A	5 C
6 D	7 D	8 A	9 B	10 C

Activity Book Answers

Welcome Unit

1

2 Jade comes from New Zealand and she's got dark hair.
3 Nelson has got dark hair and he plays the drums.
4 Dana is a singer and he comes from Kurdistan.
5 Annie and Dana are from Europe and Jade is from New Zealand.
6 Dave and Jade play the guitar and they are on the right.

2

2 Dave and Jade are standing on the right.
3 Maddy and Annie are wearing skirts.
4 Maddy is holding a violin and she is standing on the left.
5 Dave and Jade are holding guitars.

3

I am writing (1) this letter at the festival. I (2) am sitting at a table with some of the musicians. One of the musicians (3) is playing a guitar at the moment. His name (4) is Dave and he (5) lives in Liverpool. I (6) like all the people here – they (7) come from lots of different countries. I (8) am having a great time in Edinburgh!
Love
Emma

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2 She's going to dance.
3 She's going to play the violin.
4 They're going to listen to music.

5

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2 Emma is a student and she is going to meet lots of people at the festival.
3 Dana is going to sing at Music Now.
4 Maddy comes from Ireland and she plays the violin.

6

			▼						
		1 F	**E**	S	T	I	V	A	L
			2 **D**	R	U	M	S		
		3 V	**I**	O	L	I	N		
	4 B	A	**N**	D					
5 K	E	Y	**B**	O	A	R	D	S	
		6 G	**U**	I	T	A	R		
			7 **R**	O	C	K			
8 S	I	N	**G**	E	R				
			9 **H**	O	L	D	I	N	G

7

1 The	2 –	3 the	4 –
5 a	6 the	7 the	8 the
9 the	10 –	11 a	12 a
13 the	14 a	15 a	16 the

8

1 city	2 population	3 in	4 on
5 has	6 country	7 live	8 independent
9 people	10 accent		

9

1 modern	2 airport	3 university
4 belt	5 international	6 curly
7 population	8 castle	

Unit 1 Lesson 1

1

1 from	2 name	3 the	4 who
5 fill	6 a	7 where	8 the
9 the	10 who		

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6 A tourist is someone who is on holiday.

4

1 A health centre is a place where you can talk to a doctor.
2 A post office is a place where you can post a letter.
3 A café is a place where you can drink a cup of coffee.
4 A bus stop is a place where you can catch a bus.
5 A phone box is a place where you can make a phone call.
6 A cinema is a place where you can see a film.
7 A gymnasium is a place where you can take exercise.
8 A restaurant is a place where you can have a meal.

5

coffee	dentist	doctor	entrance
public	suitcase		
expect	report		

6

bus stop	city centre	disc jockey
ground floor	musical instrument	pop singer
post box	satellite TV	suitcase

Unit 1 Lesson 2

1

1 doing	2 playing	3 taking	4 travelling
5 visiting	6 being	7 feeling	8 going
9 meeting	10 dancing		

2

2 Nelson loves watching cartoons.
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Dave So do I.
Maddy And I don't mind watching cartoons.
Dave Neither do I.
Maddy I can't stand tidying my room.
Dave Neither can I.
Maddy But I don't mind writing letters.
Dave And I love writing letters.

5

Maddy loves going to the cinema and so does Dave. Maddy doesn't mind doing homework and neither does Dave. Maddy loves listening to music and so does Dave. Maddy doesn't mind watching soap operas and neither does Dave. Maddy can't stand tidying her room and neither can Dave. Maddy doesn't mind writing letters and Dave loves writing letters.

6

1 of	2 at	3 about	4 to
5 in	6 to	7 in	8 at
9 of	10 at		

7

1 most, post	2 early, curly	3 bass, place
4 folk, joke	5 truth, youth	6 friend, end
7 soap, hope	8 so, know	9 course, horse
10 straight, late		

Unit 1 Lesson 3

1

1 D	2 F	3 C	4 A	5 B	6 E

2

1 Why don't we go to the cinema this evening?
2 You're hungry? Why don't you have something to eat?
3 It's a beautiful day. Why don't we go for a walk in the park?
4 You're worried about your exams? Why don't you talk to your teacher?

3

2 I'm having coffee with a group from Italy.
3 I'm watching the sightseeing tour leave.
4 I'm having lunch.
5 I'm visiting Festival Radio and seeing Mungo.
6 I'm answering letters and phone calls.
7 I'm going home to change my clothes.
8 the festival is starting.

4

7.45 am	quarter to eight	07.45
8.00 am	eight o'clock	08.00
9.30 am	half past nine	09.30
3.15 pm	quarter past three	15.15
6.10 pm	ten past six	18.10
10.55 pm	five to eleven	22.55

5

1 on, at, for	2 on, for	3 on, at, for
4 at, on	5 at, on, on, for	

6

1 band	2 bicycle	3 hello
4 perform	5 book	

7

1 most, coast	2 queen, mean	3 what, hot
4 tour, sure	5 why, high	

Unit 1 Lesson 4

1

1 D	2 I	3 B	4 F	5 H
6 A	7 E	8 J	9 C	10 G

2

Sample answer

Funny films, funny stories and funny people make him laugh and he last cried when he fell of his bike three years ago. He's a friendly person and he's quiet – when he isn't singing! For Dana, a good friend is someone who helps you when things go wrong. People who don't tell the truth make him angry.

Dana's bad habit is that he isn't very tidy. He likes rock music, reggae and samba. In his free time Dana enjoys dancing, he plays basketball, and he loves going to the cinema.

3

1 C	2 D	3 A	4 E	5 B

4

1 fan	2 joke	3 habit	4 cry

5

Adjectives	Adverbs
amazing	always
angry	finally
mad	never
noisy	often
pleased	sometimes
positive	usually

6

1 M	I	2 C	R	O	3 P	H	4 O	N	5 E	S
U		L			R		U		X	
6 S	T	A	R		E		7 T	I	C	K
I		S		8 A	S	K	S		I	
9 C	A	S	T	L	E		10 I	N	T	O
I		I		11 O	N		D		E	
12 A	C	C	E	N	T		13 E	14 N	D	15 S
N		A		E		16 S		O		U
17 S	E	L	F		18 T	O	U	R		R

Unit 1 Review

1

1 who	2 where, drinks
3 doesn't, stand	4 making, in
5 going, so	6 doesn't, neither
7 going, by, morning	8 visiting, 1st
9 staying, for	10 water-skiing, skating

2

1 C	2 E	3 H	4 A	5 F

3

1 There are four hundred bedrooms in the Festival Village.
2 Like Mike, Emma is a student and is 16 years old.
3 Mike doesn't mind getting up early and neither does Emma.
4 A café is a place where you can get snacks and drinks.
5 Food in the café is cheaper than in the restaurant.

4

1 C	2 D	3 C	4 A	5 C
6 D	7 D	8 A	9 B	10 C

Unit 2 Lesson 1

1

1 Excuse me, could you tell me the way to the bus station?
Turn right and go straight ahead.
2 Would you like to go swimming this afternoon?
I'm afraid I can't. I'm going to a football match at three o'clock.
3 Can you give me a hand with this suitcase, please?
Yes, of course. It's heavy!
4 What's on at the cinema this evening?
There's a James Bond film.
5 Do you want to walk back to the Village?
No, I don't. I'd like to catch a bus.

2

2 She waits for him.
3 They look at it.
4 Can you help us?
5 She tells her the way to the castle.
6 He shouts to them.

3

2 Could you lend me your camera, please?
3 Can you tell me the time, please?
4 Could you buy me an ice cream, please?
5 Can you give me your phone number, please?
6 Could you show me your ticket, please?

4

2 Does Nelson want to learn Scottish dancing?
No, he doesn't.
3 Would Rosanna love to visit Edinburgh Zoo?
Yes, she would.
4 Do Mike and Emma need to get concert tickets?
No, they don't.
5 Does Jade want to buy a kilt?
Yes, she does.
6 Do Maddy and Dave need to look at the map?
Yes, they do.

2 Nelson doesn't want to learn Scottish dancing.
3 Rosanna would love to visit Edinburgh Zoo.
4 Mike and Emma don't need to get concert tickets.
5 Jade wants to buy a kilt.
6 Maddy and Dave need to look at the map.

5

1 to	2 with	3 on	4 in	5 in
6 of	7 with	8 at	9 at	

6

1 ✗ 2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✗ 7 ✗ 8 ✓

Unit 2 Lesson 2

1

1 What did Deacon Brodie do at night?
He stole things from other people's houses.
2 Who was a milkman when he was young?
Sean Connery.
3 When did 230 people live in the Bakehouse?
In 1851.
4 When do they fire an old gun every day?
At 1 pm/1 o'clock.

2

1 was	2 visited	3 wanted	4 went
5 stopped	6 got	7 looked	8 had
9 bought	10 watched		

3

1 When was the first time you went swimming?
2 What was the name of your first English teacher?
3 When was the last time you watched a video?
4 What was your first school called?
5 When was the last time you went on a bus?
6 When was the last time you made a phone call?

4

1 through 2 up 3 down 4 past 5 along

5

1 along	2 left	3 left	4 along
5 through	6 right	7 up	8 down
9 past	10 left		

6

2 here	3 feel	4 thirty
5 song	6 daughter	7 two
8 higher	9 worst	10 white

7

1 dirty	2 crowded	3 loud	4 dark
5 close	6 narrow	7 secret	8 well-known

Unit 2 Lesson 3

1

1 was	2 appeared	3 lived	4 had
5 wrote	6 was	7 said	8 was
9 killed	10 came	11 had	12 arrived
13 was	14 was	15 went	16 happened

2

2 No, we didn't travel by bus. We travelled by train.
3 No, we didn't go sightseeing in the morning. We went sightseeing in the afternoon.
4 No, we didn't leave on 13th July. We left on 14th July.
5 No, we didn't buy lots of presents in Paris. We bought lots of presents in Rome.

3

2 How long/many hours did it take to fly fom London to Edinburgh?
3 When did you go to bed last night?
4 Who did Dana meet yesterday?
5 Why did Annie have a sandwich?
6 Where did Nelson and Maddy go yesterday?
7 How many short stories did Conan Doyle write about Sherlock Holmes?
8 Where did Sean Connery live when he was young?

4 (possible answers)

2 I hope hou have a good holiday.
3 I hope you enjoy the film.
4 I hope the weather is good.
5 I hope you pass/do well in your exam.
6 I hope you win.

5

wives	men	women	children
people	lives	feet	mice
teeth	knives	leaves	

6

apartment	detective	beautiful	exhibition
happily	important	nervously	resident

7

1 king (a male word)
2 skyscraper (not a person)
3 good (adjective not adverb)
4 5 (not a Roman number)
5 sad (a negative not positive word)

8

actor – perform
burglar – steal
detective – find out
dentist – look after teeth
writer – write books

Unit 2 Lesson 4

1

1 husband	2 ago	3 oldest	4 like
5 call	6 tallest	7 as	8 caught
9 present	10 up	11 from	12 most

2

To see her sister	Last year
In her sister's flat	Chrysler Building
Built in 1930	305 metres high
hundreds of pictures	Statue of Liberty
Over a hundred years old	Present from France
Pair of blue jeans	

3

Sample answer

Vanessa went to a music festival in New York three years ago. She stayed at a hotel in Manhattan. One day she visited the Empire State Building. It was built in 1931 in nine months, and it was the world's tallest building – 381 metres high, with 73 elevators!

She also visited Central Park. It's 140 years old and has got 500,000 trees! There are millions of visitors every year.

Vanessa bought lots of CDs in New York.

4

ancient	mountain	favourite	special	beautiful
holiday	terrible	building	weighed	museum

5

D	E	S	T	R	O	Y	E	D	■	N
E	■	E	■	O	■	■	R	O	D	E
T	H	R	O	U	G	H	■	C	■	A
E	■	I	■	N	■	A	F	T	E	R
C	R	O	W	D	E	D	■	O	■	■
T	■	U	■	■	Y	■	T	R	U	E
I	N	S	I	D	E	■	O	■	S	■
V	■	L	■	■	■	U	P	S	E	T
E	■	Y	E	A	R	S	■	■	D	O

Unit 2 Review

1

1 love, with	2 his, wanted	3 fired
4 had, made, stole	5 hopes/hoped	6 married
7 long did	8 went	9 visited, ago
10 built		

2

1 E 2 F 3 A 4 H 5 C

3

1 False. Portobello is a beach near Edinburgh.
2 False. Edinburgh Zoo is the second largest zoo in Britain.
3 True
4 True
5 False. The museum is closed on Sundays.

4

1 Could you lend me your camera, please?
2 How long did the sightseeing tour last?
3 We stayed in the castle for two hours.
4 When was the last time you had a holiday?

5

1 C	2 B	3 D	4 A	5 B
6 A	7 C	8 A	9 B	10 D

Unit 3 Lesson 1

1

2 Emma's bag isn't made of plastic.
3 Dave's guitar is painted blue.
4 Lots of guitars are made in Japan.
5 Is Mike's jacket made of leather?
6 Are the shelves painted grey?

2

2 The chairs are made of wood and metal.
3 The bags are made of leather.
4 The jumpers are made of wool.
5 The desks are made of wood.
6 The tuners are made of metal.

3

1 is recycled	2 is emptied	3 are driven
4 are broken	5 are taken out	6 is heated
7 is cut	8 are called	9 are made
10 are checked	11 sold	12 are filled
13 bought		

4

1 B 2 D 3 A 4 C 5 E

5

1 The red plastic phone is on the desk.
2 Do you like my blue denim jeans?
3 Mike has got a black leather jacket.
4 Dave is playing a new blue guitar.
5 The black plastic bag is on the floor.

6

D	E	N	I	**M**					
	M	E	T	**A**	L				
	L	E	A	**T**	H	E	R		
	P	A	P	**E**	R				
		H	A	**R**	D	W	O	O	D
		S	K	**I**	N				
		G	L	**A**	S	S			
	W	O	O	**L**					
	P	L	A	**S**	T	I	C		

Unit 3 Lesson 2

1

1 E   2 D   3 A   4 F   5 B   6 C

2

1 If you feel thirsty, there's some lemonade in the fridge.
2 When the plants get dry, please give them some water.
3 If you get hungry, there are biscuits in the cupboard.
4 When the cats are hungry, give them some of the new cat food.
5 If you get bored, you can watch one of the videos next to the TV.
6 If you want to listen to music, try some of the CDs in the kitchen.

3

1 say   2 tell   3 ask
4 walk   5 send (True)   6 finish

4

1 It's Dana who/that visited Hawler Castle.
2 It's Jade who/that is from New Zealand.
3 It's Maddy who/that is in room 407.
4 It's Mike who/that comes from Scotland.
5 It's Emma who/that lives in London.
6 It's Annie who/that went to Wawel Castle.
7 It's Rosanna who visited the Alcázar.
8 It's Dave who/that likes the Beatles.
9 It's Nelson who/that plays the drums.

5

2 My favourite thing is the hat which/that John Lennon wore.
3 My favourite thing is the book which/that I am reading now.
4 My favourite thing is the volleyball which/that I found on the beach.
5 My favourite thing is the blue pen which/that my friend gave me.
6 My favourite thing is the jeans which/that I wear on stage.

6

2 What does USA stand for?   United States of America.
3 What does DJ stand for?   Disk jockey.
4 What does TV stand for?   Television.
5 What does km stand for?   Kilometre.
6 What does Dr stand for?   Doctor.
7 What does cm stand for?   Centimetre

7

1 A&R people   2 demo   3 band
4 recording studio   5 engineer   6 producer

Unit 3 Lesson 3

1

1 was spent   2 was made   3 was designed
4 was built   5 were used   6 were frozen
7 was … killed   8 was finished   9 was told
10 was cut   11 was shown   12 was seen

2

2 The door was opened with a key.
3 Vanessa's room was searched.
4 The CD recording of Dana was stolen.
5 The police were called.
6 Photos of the room were taken.
7 Lots of people were questioned.
8 The burglar wasn't found.

3

2 Who were the Sherlock Holmes stories written by?
They were written by Conan Doyle.
3 Who was *No Woman, No Cry* sung by?
It was sung by Bob Marley.
4 Who were the *Star Wars* movies directed by?
They were directed by George Lucas.
5 Who turned down The Beatles?
The Beatles were turned down by (the recording company) Decca.

4

1 recorded   2 played   3 was called
4 was invented   5 was sold   6 was used
7 invented   8 showed   9 was built
10 were shown

5

art gallery, film studio, iceberg, newspaper, picture frame, record company, security guard, suitcase

6

burgle   direct   design   draw
invent   perform   record   paint

7

National Museum   character   company   gallery   mystery
directed   discovered   extremely

Unit 3 Lesson 4

1

1 is written   2 is made   3 is sent
4 is chosen   5 are played   6 are copied
7 printed   8 are bought

2

Suggested answer
Jade's first CD was called 'I'm only joking'. It was recorded last year and written by Jade and her friend Meg. Demos were sent to 20 record companies and it was chosen by Megamix records. The song was recorded at Megamix studios in Los Angeles on 25th June. It was sent to 200 radio stations and played by 150 DJs. 20,000 records were sold.

3

1 E   2 C   3 B   4 A   5 D

4

1 D   2 C   3 E   4 B   5 A   6 F

5

1 P	R	2 E	F	3 E	R		4 D	5 R	U	6 M
R		N		V		7 A		E		A
8 I	C	E	B	E	R	G		9 C	10 A	N
N		R		N		E		11 O	N	
12 T	I	G	H	T		N	13 O	R		14 L
		Y			15 S	T	U	D	I	O
16 O	F		17 V	18 A	N		T			V
L		19 C		20 T	O			21 S		E
22 D	E	M	O		23 W	R	I	T	E	R

Unit 3 Review

1

1 is	2 is used	3 to
4 if/when	5 that/which	6 When
7 was, were	8 was, by	9 was, by
10 newsagent, that/which		

2

1 CD	2 machine	3 give	4 scissors
5 computer			

3

2 *Jaws* was directed by Stephen Spielberg.
3 Mike and Emma use a computer to write *MNX*.
4 If you feel ill, go to bed.
5 The CD was taken when Vanessa was at Dave's concert.

4

1 The songs are written by the band.
2 Several people were questioned by the police last night.
3 The break-in was discovered by somebody.
4 *Titanic* was written by James Cameron.
5 Who was the director of the film?

5

1 False. The first CD was sold in 1982.
2 True.
3 True.
4 True.
5 False. It is very difficult to damage a CD, but it is possible.

6

1 D	2 A	3 B	4 C	5 C
6 A	7 B	8 A	9 C	

Unit 4 Lesson 1

1

1 No thanks. I've just had breakfast.
2 I've just seen Dana in the restaurant.
3 Jade's just finished playing …
4 He's just gone to buy a sandwich …
5 Haven't you just phoned her?

2

1 am	2 is	3 is
4 arrived	5 have been	6 've/have just got
7 lived	8 played	9 was
10 liked	11 'm/am going	12 'll/will try

3

1 I am so sorry.
2 I am sorry I am late.
3 I do apologise. I have spilt your tea.
4 Rob apologised for taking Dana's CD.
5 Vanessa was sorry for wasting the policeman's time.
6 I am sorry I was angry with you.

4

1 at	2 at	3 to	4 for	5 to
6 of	7 at	8 to	9 from	10 into

5

1 wear a watch	2 comb your hair
3 clean your teeth	4 get dressed
5 make a mess	6 make a journey
7 pass an exam	8 have an argument

6

conversation	definition	superstition	electronic
investigate	especially	professional	security

Unit 4 Lesson 2

1

2 You might fall off.
3 might miss the bus.
4 might bite

2

1 could/might	2 maybe/possibly	3 possibly/maybe
4 could/might	5 Might/Could	6 probably

3

1 Something	2 Someone	3 anything
4 everyone	5 no one	

4

What was the man doing when he saw the burglar?
He was carrying a tray.
What was the girl doing when she saw the burglar?
She was using the computer.
What was the dog doing when it saw the burglar?
It was watching TV.

5

1 everyone	2 colleagues	3 monsters
4 disappointment	5 indefinite pronoun	6 Loch
7 prehistoric	8 fake	

Unit 4 Lesson 3

1

1 E	2 A	3 D	4 C	5 B

2

1 If you give me the papers, I'll put them in the cupboard.
2 If you like, I'll tidy the desk.
3 If you give me some money, I'll buy some flowers.
4 If you tell me what to say, I'll answer these letters.
5 If you want to make some phone calls, I'll leave the room.
6 If you want some coffee, I'll make it.

3

1 If he really likes your music, he'll come to see your concert.
2 If the equipment is dangerous, you'll soon find out.
3 If you ask Rob, he'll tell you what to do.
4 If you spend all your time in Edinburgh, you won't rehearse enough.
5 If another band asks you to sing with them, you'll have to say no.
6 If you really like Edinburgh, you'll want to go back there after the festival.
7 If he doesn't play well at the concert, he'll be sorry!

4

2 The police will question everyone again if they don't find any clues.
3 You'll be late for the concert if you don't hurry.
4 You'll feel sick if you eat too much.
5 You'll be tired in the morning if you go to bed at midnight.
6 I'll leave a message on the answerphone if Emma isn't in.
7 I'll ask Maddy to sing if I see her at the party.

5

1 well, sell	2 look, took	3 shoe, two
4 nail, whale	5 break, cake	6 life, wife
7 bird, heard	8 you'll, cool	

6

1 umbrella	2 ladder	3 number
4 Brazil	5 singer	

1 same	2 ill	3 lose	4 opens
5 good	6 something	7 indoors	8 unlucky
9 worse	10 bring	11 breaks	12 great
13 first	14 send	15 here	

Unit 4 Lesson 4

1

A 2 B 4 C 1 D 3

2

1 After	2 Suddenly	3 and
4 When	5 but	6 before
7 extremely	8 everyone	9 for
10 Finally	11 where	12 to
13 because	14 who	15 Now

3

collected	found things in different places and kept them together in one place
connected	joined two or more things together
crashed	made a very loud noise
dreadful	terrible, frightening
froze	became ice
storm	very bad weather
wires	long thin pieces of metal, often used to carry electricity

4

1 I	N	2 C	R	3 E	D	4 I	5 B	L	E	
M		R		N		6 N	E			7 L
8 P	O	I	S	O	N		9 T	R	U	E
O		E		R			W			A
10 S	A	D		11 M	O	D	E	L		V
S			12 G	O			E		13 B	E
14 I	N	C	L	U	D	15 I	N	16 G		
B			17 A	S		C		18 O	U	T
L			S		19 M	E	20 A	N		
21 E	X	I	S	T			22 T	E	L	L

Unit 4 Review

1

1 Rob has just remembered what Vanessa told him.
2 Rob apologised for taking the CD.
3 Others think that there's nothing there.
4 Nessie could/might be a prehistoric animal.
5 Maybe Nessie's a fake.
6 If you open an umbrella indoors you will have bad luck.
7 If you break a mirror you will have seven years' bad luck.
8 John Utterson was walking home one Sunday when something strange happened.
9 Dr Jekyll wrote: 'If I kill myself, I will also kill Edward Hyde.'

2

2 If you eat too much, you will be sick.
3 Jade has just come back from Holyrood Palace.
4 I apologise for being late.
5 The room was empty. There was no one there.

3

1 I'll telephone you if I'm late.
2 There might/could be a monster in Loch Ness.
3 If you don't hurry up, you'll be late for school.
4 I apologise for not being there.
5 Dana will get a lot of money if his song is a big hit.

4

1 C	2 A	3 B	4 D	5 B
6 D	7 A	8 C	9 B	10 A
11 C	12 B	13 D	14 A	15 B

Unit 5 Lesson 1

1

1 You have to leave at seven in the morning.
2 She has to get up early.
3 He doesn't have to lose weight.
4 We don't have to wear walking boots.
5 Do you have to go now?
6 Does he have to wear school uniform?
7 I had to catch the bus.
8 He didn't have to walk to school.
9 Did he have to get up at six every morning?

2

1 Teachers don't have to do homework.
2 Students have to be on time.
3 You don't have to go to school in the holidays.
4 You have to remember to bring your books.
5 The teachers have to know the students' names.
6 Students don't have to give their teacher presents every lesson.
7 You have to be quiet when the teacher is talking.
8 The teachers don't have to wear school uniform.

3

2 Do you have to be beautiful? No, you don't.
3 Do you have to be a good actor or actress? Yes, you do.
4 Do you have to have lots of money? No, you don't.
5 Do you have to work with other people? Yes, you do.
6 Do you have to live in Hollywood? No, you don't.

4

2 I didn't have to help my brother but I had to do my homework.
3 I had to go shopping but I didn't have to go to bed early.
4 I didn't have to wash the car but I had to have a shower.
5 I had to be polite to my grandpa but I didn't have to talk to him for a long time.
6 I didn't have to get up early but I had to wash up after breakfast.

5

1 for	2 to, at	3 at, in	4 for
5 with	6 on, in	7 to, at	8 about

6

1 F	2 A	3 C	4 G	5 D
6 E	7 H	8 B		

Unit 5 Lesson 2

1

1 haven't written
2 've had
3 've done
4 've made
5 've also done
6 went
7 had
8 've never
9 've forgotten
10 was
11 haven't you called
12 rang
13 wasn't

Note: Jade ate haggis – a typical Scottish dish.

2

1 Have you ever visited
2 I've always wanted to
3 I went
4 did you do
5 I stayed
6 played
7 Did you go
8 I've heard
9 We didn't have
10 I didn't mind
11 I've never liked
12 Have you seen
13 I haven't seen
14 you had
15 I left
16 have you lived
17 I lived

3

2 Emma wanted to be a reporter, so she came to the festival.
3 Dave said it was safe, so Mike went up in the hang-glider.
4 Dave trained as an instructor, so he is qualified to teach hang-gliding.
5 Vanessa wasn't there, so Rob took the CD.
6 Jekyll and Hyde had the same handwriting, so Utterson was worried.

4

1 break a leg
2 climb a mountain
3 do the ironing
4 go on a course
5 make the bed
6 ride a horse
7 tell the truth
8 train as an instructor
9 win a prize

5

1 so, toe
2 break, take
3 chance, dance
4 sport, caught
5 hire, higher
6 cause, doors

Unit 5 Lesson 3

1

1 for 2 for 3 since 4 since 5 for

2

2 How long has he had his dog? For five years.
3 How long has he used a computer? For two years.
4 How long has he had his new computer? For one year.
5 How long has he known Peter? For five years.
6 thirteen.
7 last year.
8 ten.

3

1 They have been lost for three hours.
2 Dave did a training course six months ago.
3 My most precious possession is my bass guitar./ My bass guitar is my most precious possession.
4 Emma has lived in London since she was five.
5 Now we are stuck on this mountain.
6 Are you really a hang-gliding instructor?
7 If we make a fire, maybe someone will see it.
8 How long have we been on the mountain?

4

1 The	2 the	3 the	4 –	5 The
6 –	7 –	8 the	9 –	10 –
11 The	12 the	13 –	14 the	15 –
16 the	17 the	18 the	19 the	20 the
21 the	22 the			

5

saucer	cause	precious
since	busy	sure
safe	poison	sugar
simple		

6

1 C	2 E	3 G	4 I	5 A
6 J	7 B	8 H	9 F	10 D

Unit 5 Lesson 4

1

1 sand
2 footprints
3 people
4 umbrellas
5 cliff
6 sea
7 rainforest
8 trees
9 boats
10 house
11 sky

2

Sample descriptions

This is a photo of mountains and hills in Ireland. There are lots of fields with stone walls, and you can also see a large lake. There are some houses near the lake. There are lots of trees. The sun is shining and the grass is green.

This is a photo of a mountain in Spain. There's a waterfall crashing down over the rocks, and there are lots of trees.

3

1 island
2 motorway
3 village
4 poacher
5 factory

A factory
B village
C motorway
D island
E poacher

4

2 disappear	verb
3 holiday	noun
4 kilometre	noun
5 mountain	noun
6 pollution	noun
7 railway	noun
8 tropical	adjective

5

1 T	H	2 U	N	D	3 E	R		4 C	5 O	O	6 L
E		N			N		7 S		U		O
8 R	A	I	9 N	F	O	R	E	10 S	T		W
R		11 T	O		U		12 A	T		13 L	
14 I	C	E		15 A	G	E		16 O	V	E	R
F		D			H		17 O	R		S	
18 I	N		19 O	20 F		21 C		22 M	U	S	23 T
E			24 C	L	O	U	25 D	Y			R
26 D	I	R	T	Y		27 T	O		28 B	U	Y

Unit 5 Review

1

1 have to	2 didn't	3 Did, have	4 broke
5 so	6 for	7 hasn't, since	8 been, for
9 have to	10 will cut down		

2

1 jeans 2 pilot 3 jaguar 4 bamboo 5 dog

3

1 The climbers had a map, so they didn't get lost.
2 Don't forget to take some water.
3 Wear warm clothing because it often gets cold in the mountains.
4 Rob has known Vanessa since February.
5 I haven't been to the cinema for three months.

4

1 B	2 C	3 C	4 A	5 D
6 B	7 A	8 C	9 B	10 C

Unit 6 Lesson 1

1

2 She told them not to talk.
3 She asked her to stand next to Jade.
4 She asked him to look at the camera.
5 She told her not to close her eyes.
6 She asked her not to hide behind Nelson.
7 She asked her to take off her cap.
8 She told him to keep still.
9 She told them not to move.
10 She asked them to smile.

2

2 Give me the map.
3 Can you lend me your camera?
4 Turn left and go straight ahead.
5 Don't be stupid, Dave.

3

1 on	2 to	3 for	4 on
5 on	6 to	7 to	8 to

4

1 sensible	2 put on	3 danger	4 find
5 dry	6 quick	7 later	8 over
9 relieved	10 after		

5

1 ✗	2 ✓	3 ✗	4 ✓	5 ✓
6 ✗	7 ✗	8 ✓	9 ✓	10 ✗

Unit 6 Lesson 2

1

1 already	2 already	3 yet	4 yet
5 already	6 yet	7 yet	8 already

2

2 Mike has already sent six emails.
3 Vanessa hasn't tidied her room yet.
4 Nelson hasn't had a call from his parents yet.
5 Rosanna has already bought presents for her family.
6 *We can make music together* has already sold 1,000,000 copies.
7 Dana hasn't thanked Rob yet.

3

1 I have already asked you three times.
2 Have you finished with the computer yet?
3 I have already had four emails.
4 Has it stopped raining yet?
5 Has the concert already started?
6 Haven't you seen *Titanic* yet?
7 Lots of people have already visited the festival.

4

2 Fish and chips is simple to make.
3 English is easy to learn.
4 Mississippi is difficult to spell.
5 Football is exciting to watch.
6 Email is fun to use.
7 Walking boots are comfortable to wear.

5

1 A	2 a	3 the	4 a	5 a
6 the	7 The	8 a	9 the	10 the
11 the	12 the	13 a	14 the	15 the
16 the	17 the	18 A	19 the	20 a

6

ambulance – you go to hospital in it
hard – not easy
headline – you find it on the front of a newspaper
necessary – you have to do it
murder – kill
race – go very fast

7

afterwards	already	ambulance
communicate	edition	headline
necessary	receive	unconscious

Unit 6 Lesson 3

1

2 He said (that) it was party time.
3 She said (that) it was her jacket.
4 She said (that) Edinburgh was a great town.
5 He said (that) the music was too loud.
6 He said (that) it wasn't his fault.
7 He said (that) they were his drums.
8 He said (that) the food wasn't hot.
9 She said (that) it wasn't her bag.
10 They said (that) the photos weren't ready.
11 He said (that) he was learning Italian.
12 She said (that) she was looking forward to a holiday.
13 He said (that) the concerts were going very well.
14 He said (that) he was going to be on TV on Monday.
15 They said (that) they were really enjoying the festival.

2

2 She said (that) she liked rock and reggae.
3 They said (that) they liked all kinds of music.
4 He said (that) he didn't feel very well.
5 She said (that) her concert started at 8 o'clock.
6 He said (that) he hated pizza.
7 She said (that) she didn't want to go home.
8 He said (that) he didn't need very much sleep.

3

2 They said (that) they had to finish the newspaper.
3 She said (that) she had to telephone her parents.

4 She said (that) she had to practise a lot.
5 She said (that) everyone had to tidy up.
6 She said (that) she had to pack her suitcase.

4

1 said	2 told	3 told	4 told	5 said
6 said	7 said	8 said	9 said	

5

alive	dead
arrive	leave
awful	wonderful
forget	remember
win	lose
life	death
old-fashioned	modern
start	finish

6

1 said, head	2 shake, break	3 comb, home
4 worn, warn	5 heard, word	6 calm, farm

Unit 6 Lesson 4

1

1 to	2 together	3 But
4 What	5 about	6 if
7 too	8 Then	9 between
10 for	11 only	12 so
13 When	14 with	15 and

2

1 Juliet told a friend at the dance that Romeo was wonderful.
2 As he left the dance a friend told Romeo that Juliet was a Capulet.
3 Romeo looked up at Juliet in her window and told her that he loved her and wanted to marry her.
4 Juliet was surprised when her mother told her that she was getting married the next day.
5 Juliet told her mother that Romeo was the only person she wanted to marry.
6 When Romeo saw Juliet's body he said that he didn't want to live any more.

3

1 D 2 B 3 A 4 C

4



Unit 6 Review

1

1 to look	2 told, not	3 thought, yet
4 already, four	5 easy, send	6 his, was
7 there, going	8 had	9 told, to
10 her, get		

2

1 silly	2 ankle	3 tiny
4 helicopter	5 arrive	6 hero

3

1 Dave asked Emma to phone his parents.
2 Emma told Mike to calm down.
3 Dave said it was all his fault and he felt very guilty.
4 Rob said that he party was going to start at half past eight.
5 Emma hasn't finished the front page yet.

4

1 D	2 B	3 B	4 C	5 A
6 B	7 C	8 A	9 B	10 D
11 C	12 D	13 C	14 B	15 A

Unit 7 Lesson 1

1

2 aren't you	3 aren't we	4 isn't it
5 isn't she	6 aren't they	7 isn't it
8 isn't she	9 isn't he	10 isn't she

2

2 wasn't it	3 weren't they	4 wasn't it
5 wasn't she	6 weren't they	7 wasn't she
8 wasn't it		

3

1 It is her mother, isn't it?
2 She was in a school band four years ago, wasn't she?
3 The CD is a great souvenir of Music Now, isn't it?
4 The musicians were all at the party, weren't they?
5 Dave's ankle was broken, wasn't it?
6 Dave and Mike were rescued by a helicopter, weren't they?

4

2 It was the home of the Kings of Scotland, wasn't it?
3 He was born in Edinburgh, wasn't he?
4 Boots are for walking in the mountains, aren't they?
5 They're made of metal, aren't they?
6 They were the stars of Titanic, weren't they?

5

1 of	2 for	3 of	4 on	5 from
6 of	7 to	8 to	9 to	10 of
11 by	12 of	13 by	14 of	

6

1 ✓ 2 ✓ 3 ✓ 4 ✗ 5 ✓ 6 ✓ 7 ✗ 8 ✓

Unit 7 Lesson 2

1

2 I've never seen the Acropolis.
3 I've never been on a long flight.
4 I've never tried scuba diving.
5 I've never learnt to dance the samba.

2

2 Have you ever visited London?
No, I've never visited London. OR Yes, I have.
3 Have you ever visited Loch Ness?
No, I've never visited Loch Ness. OR Yes, I have.
4 Have you ever read a Sherlock Holmes book?
No, I've never read a Sherlock Holmes book. OR Yes, I have.
5 Have you ever met a film star?
No, I've never met a film star. OR Yes, I have.
6 Have you ever lived abroad?
No, I've never lived abroad. OR Yes, I have.
7 Have you ever driven a car?
No, I've never driven a car. OR Yes, I have.
8 Have you ever won a prize?
No, I've never won a prize. OR Yes, I have.

3

2 I've never had the chance.
3 Have you ever written your own songs?
4 Have you ever sung them to anyone?
5 Have you ever performed your own songs?
6 I've never written any songs of my own.
7 I've never heard anyone as good as you before.
8 No one has ever said that before.

4

3 They all want to pay for the meal.
4 None of them has/have enough money.
5 They all thank Rob.
6 None of them can decide what to do next.
7 They all want to do something different.
8 They all go back to the Village.

5

1 in	2 on	3 of	4 off	5 of
6 of	7 to	8 on	9 by	10 by
11 in	12 in	13 of	14 to	15 by

6

1 roar	2 violin	3 plane	4 fire
5 sea	6 gun	7 alarm clock	8 chicken
9 elephant	10 snake		

7

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗ 7 ✓ 8 ✗

Unit 7 Lesson 3

1

2 New Zealand and Brazil are both countries.
3 Apples and bananas are both fruit(s).
4 Africa and America are both continents.
5 Ford and Toyota are both cars.
6 Reggae and folk are both kinds of music.
7 A lion and a giraffe are both animals.
8 A parrot and a penguin are both birds.
9 A coat and a pair of jeans are both kinds of clothes.
10 Lemonade and orange juice are both drinks.

2

2 What's the worst record you've ever heard?
3 What's the longest book you've ever read?
4 What's the most exciting journey you've ever made?
5 What's the oldest building you've ever visited?
6 What's the most beautiful painting you've ever seen?
7 What's the most delicious meal you've ever eaten?
8 What's the longest distance you've ever walked?
9 What's the most dangerous thing you've ever done?
10 What's the most fantastic present you've ever had?

3

2 This is the worst meal I've ever eaten.
3 Vanessa is the kindest person I've ever met.
4 That was the hardest crossword I've ever done.
5 This is the best summer Emma has ever had.
6 These are the most delicious chocolates Rosanna has ever eaten.
7 Dave is the craziest person Mike has ever known.
8 Edinburgh is the most wonderful city Rob has ever visited.

4

1 –	2 a	3 a	4 the	5 the
6 the	7 the	8 the	9 –	10 the
11 a	12 –	13 –	14 –	15 a
16 a	17 a	18 the		

5

1 They are both wonderful cities.
2 *We can make music together* is the most amazing record.
3 Emma and Mike are both British.
4 There are lots of great places where you can meet your friends.
5 Edinburgh is the most exciting city in the world.
6 I don't know what the worst thing about Edinburgh is – everything's nice.

6

1 terrible	2 meat	3 definitely
4 comb	5 door	

7

suggestion	relaxed	seafood	important
fantastic	brilliant	dangerous	international

Unit 7 Lesson 4

1

1 Earliest History
2 Foreign 'visitors'
3 Something precious to see
4 Travelling to Dublin
5 Getting around the city

1 C 2 D 3 E 4 B 5 A

2

1 Over 2000 years ago, there was a small village near the mouth of the River Liffey.
2 In 900, the Vikings built a small castle there.
3 In 1204, Dublin Castle was built by the English.
4 Because the Book of Kells is extremely valuable, you can only see two pages of it a day.
5 The boat journey to Ireland can take under two hours.

3

1 B 2 C 3 D 4 A

4

Students' own answers

5

1 COOL
2 OCEAN
3 NIGHTMARE
4 GUITAR
5 REHEARSAL
6 AMBULANCE
7 THIRSTY
8 UNLUCKY
9 LOOK
10 ANCIENT
11 TEENAGER
12 ISLAND
13 OLD
14 NEIGHBOUR
15 SIGNPOST

(down: **CONGRATULATIONS**)

Unit 7 Review

1

1 brother, isn't	2 band, wasn't	3 been
4 went, last	5 both	6 best
7 third	8 population	

2

1 Jade is the Star Musician of the Festival, isn't she?
2 I've never enjoyed myself so much.
3 None of them had any money.
4 Maddy, Jade, Rosanna, Dana, Annie and Nelson are all going home.
5 This is the best party I've been to.

3

1 You're looking forward to going home, aren't you?
2 The song was called *I can see clearly now*, wasn't it?
3 Rosanna has never been on TV.
4 Have you ever visited London?
5 This is the best concert I've ever seen.
6 Auckland and Dublin are both on the coast.

4

1 B	2 A	3 D	4 B	5 C
6 D	7 A	8 D	9 B	10 D
11 C	12 C	13 B	14 D	15 C

Farewell Unit

1

1 Dana wishes he could stay longer in Edinburgh.
2 Jade and her friends wish they could visit Dana in Kurdistan.
3 I wiish I could play the violin like Maddy …
4 … and Maddy wishes she could sing like Dana!
5 Do you wish you could visit Edinburgh one day?

2

1 Dana isn't disappointed that he didn't win the competition.
2 He changes planes in Vienna.
3 Mr Jenning's first name is Bill.
4 He wants Dana to make a recording in Kurdistan.
5 Dana wants to tell Jade his news.

3

1 where	2 anyone	3 for not telling
4 called	5 rains	6 don't you
7 are travelling	8 Neither	9 could
10 have to	11 by	12 for
13 not to be	14 to learn	15 ever

4

1 friend	2 dawn	3 gone
4 Sunrise		

Welcome Unit

رانەبردووی سادە و رانەبردووی بەردەوام

رانەبردووی سادە
Jade comes from New Zealand
Annie and Dave come from Europe.
Maddy plays the violin.
Jade and Dave play the guitar

رانەبردووی بەردەوام
Dane is holding a microphone.
Dave is holding a guitar.
Jade is wearing white jeans.
Nelson is sitting in the middle.
Maddy and Dana are standing on the left.

- رانەبردووی سادە بەکاردەهێنین بۆ پێناسەکردنی بارودۆخە رۆتینیەکان و ئەو کارانەی بەردەوام روودەدەن.
- رانەبردووی بەردەوام بەکاردەهێنین بۆ پێناسەکردنی ئەوشتانەی کە لەکاتی ئێستادا روودەدەن.
- هەروەها بڕوانە Unit 1.

ئامرازی نەناسراو : an/a

- ئامرازی a بەکاردەهێنین لە پێش ئەو ناو و دەستەواژانەی کە بە پیتی نەبزوێن(بێ دەنگ) یان بە u / ju: / دەستپێ دەکەن:

a castle a red belt a university

- ئامرازی an بەکاردەهێنین لە پێش ئەو ناو و دەستەواژانەی بە پیتی بزوێن دەست پێ دەکەن,هەروەها لەگەڵ ئەو وشانەی دەنگی u / ʌ / و h ی بێ دەنگی تێدایە:

an airport an independent country
an uncle an hour

ئامرازی نەناسراو بەکاردەهێنین لە پێش ناوی تاك کە دەکرێنە کۆ:

a) کاتێك ناوەکە بۆ یەکەم جار باسدەکرێت:
He's with a samba group from Brazil
b) لەگەڵ ناوی کار و پیشە:
He's a singer She's a student
c) لە گەڵ نرخ و خێرایی و جاردا :
50p a box 60km an hour twice a day
d) لەگەڵ هەندێك ژمارە و دەستەواژەی بڕ و ئەندازە:
a hundred a thousand a lot a few

ئامرازی ناسراو: the

ئامرازی ناسراو بەکاردەهێنین لە پێش ناوێك کە:

a) یەك دانە لەو ناوە هەبێت:
Edinburgh is the capital city of Scotland
Listen to music from around the world
b) ناوێك پێشتر باسکرابێت,یان بەروونی دیاربێت کە کام ناوەیە باسدەکرێت و ئاماژەی پێدەکرێت:
Let's visit the castle please open the window

C) ناوێکی تاك کە ئاماژە بە سەرجەمی گروپێك دەکات:
The African elephant is larger than the Asian elephants
d) لە پێش ناوی پلەی باڵا و ژمارە پلەییەکان:
The largest the most famous the first
e) لەپێش ئامێرە مۆسیقییەکان وپاش کار (فرمان)ی *Play* :

He plays the guitar
f) لە پێش ناوی رووبار و دەریا و ئۆقیانووس و ناوی هەندێك وڵات:
the Amazon the Mediterranean Sea
the Indian Ocean the USA the United Kingdom
g) لەگەڵ دەستەواژەی شوێن:
In the middle /centre on the left /right
In the north /south /east / west
h) لە گەڵ هەندێك دەستەواژەی تر:
We're going to the cinema.
I like listening to the radio.

بەکارنەهێنانەکانی ئامرازی ناسراو و نەناسراو:

- لەم حاڵەتانەی خوارەوە نابێت ئامرازی ناسراو و نەناسراو بەکاربهێنین:

a) لە پێش زمان و بابەت:
I like English and history
b) لە پێش ناوی زۆربەی وڵاتان و شەقام و جادەکان:
Ireland London Fifth Avenue
C) لەگەڵ هەندێك دەستەواژەدا:
They're at school. I stayed in bed.
It happened at night. Let's have breakfast.

Unit 1

جێناو و ئاوەڵکاری لێکدەر

جێناوی لێکدەر: ***who*** = بۆ خەڵك
Rob is the man who is near the door.
He's the person who can help you.
ئاوەڵکاری لێکدەر: ***where*** = بۆ شوێن
A shop is a place where you can buy things.
A café is a place where you can get coffee.

هەروەها بڕوانە Unit 3.

کار / ئامرازی پەیوەندی + کاری ناوی (شێوەکانی *ing–*)

I love making new friends.
Do you mind practicing?
They can't stand looking at old building.
Are you good at doing your homework?

- **دەتوانین ناو یان کاری ناوی (شێوازی *ing–*)لە پاش ئەمانەوە بەکاربهێنین:**

Love, mind, can't stand, good at, interested in

So/neither+ کاره یاریدەدەرەکان

رازیبوون

I love traveling.	So do I.
I can't stand being late.	Neither can I.
I don't mind cooking.	Neither do I.
I'm interested in Scottish dancing.	So am I.

کار+چاووگ

I'**d like to** see the castle.
I'**d love to** come with you.
I **want to** take a photo.
We **need to** turn right.

رانەبردووی بەردەوام : ئەو شتانەی لە داهاتوو روودەدەن

We're visiting the castle on Monday.
Rosanna is singing at 7pm on Thursday.
They're staying in Inverness on Saturday night.
What time is Maddy playing?
When are they driving to Loch Ness?
How long are they spending at the sport centre?

- **دەتوانین لەم حالەتانەدا رانەبردووی بەردەوام بەکاربهێنین:**

a) بۆباسکردنی ئەو شتانەی لە کاتی ئێستا روودەدەن.

b) بۆ باسکردنی ئەو شتانەی لە داهاتوودا روودەدەن.

رابردووی سادە

حالەتی پرسیارکردن

When was the last time I wrote to you?
When was the first time they fired the gun?
Who was a burglar?
What did the young Sean Connery do?
Where did Deacon Brodie live?
How long did Mary live here?

حالەتی نەرێ

Mary didn't stay in the palace all her life.

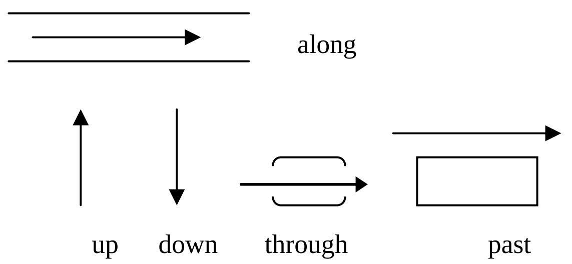
- **کارە نا ئاساییەکان(شازەکان)بەهەمان شێوەی کارە ئاساییەکان دەکرێنە حالەتی پرسیاری و حالەتی نەرێ.**

پێشنیارکردن

- **کاتێك پێشنیاردەکەین دەتوانین ئەم دەستەواژەی خوارەوە بەکار بهێنین:**

Why don't you/we .....?
Why don't you go to the doctor?
Why don't we have a cup of tea?

ئاوەڵکاری ئاراستەکان



Unit 2

جێناوە بەرکاریەکان

me	us
you	you
him /her /it	them

دەربرینی هیوا

I hope you have a good holiday.
I hope it stays sunny.

کار+بەرکاری راستەوخۆ+بەرکاری ناڕاستەوخۆ

Can Could	you	Tell Give Lend show	me	The time? A hand? Your calculator The way?

- **هەندێك کاری تر, کە بەرکاری راستەوخۆ و ناراستەوخۆ وەردەگرن:**

Ask bring buy send sing take write

Unit 3

رانەبردوو و رابردووی سادەی بکەر نادیار

رانەبردووی سادەی بکەر نادیار: *is,are*

It **is made** of American hardwood.
Hardwood **is used** for the neck too.
This one **is painted** blue.
They **are made** of mental.
Drums **are played** all over the world.

رابردووی سادەی بکەر نادیار: *was ,were*

The room **was locked**.
A CD **was taken**.
The cupboards **were opened**.
Several people **were questioned** by the police.
Why **was** the CD **stolen**?

- شێوازی رستەی بکەر نادیار بەکاردەهێنین بۆ رۆشنایی خستنە سەر کارەکە نەك کارا (بکەر).
- کاتێك دەمانەوێت ئاماژە بەکارا بکەین,وشەی ***by*** +ناو بەکاردەهێنین:

*Dana wrote the song.= The song was written **by** Dana.*
*James Cameron directed the film.= The film was directed **by** James Cameron*

چاووگی مەبەست

They use it **to make** the sound better.
You turn them **to turn** the guitar.

دەتوانین *to*+ چاووگ بەکاربهێنین بۆ دەربڕینی مەبەست.

رستەی مەرجی: *if/when*

If you **send** a CD, they listen to it.
If you **send** a cassette, they throw it a way.
When you turn it , the sound gets louder.
When you press the red button, the recording starts.

- دەتوانین رستەی مەرجدار لە دوای رستەی سەرەکییەوە بەکاربهێنین:

The recording starts when you press the red button.

- دەتوانین رستەی مەرجی بۆ دەربڕینی هۆ و ئەنجام بەکاربهێنین.

ئامرازی لێکدەر

***who/that*: خەڵك**

He's the one who/that is singing.
They're the people who/that are going to play.

***which/that* : شت**

I've got a machine which/that makes CDs.
A demo is the CD which/that is sent to the recording company.

- هەروەها بڕوانە Unit 1.

Unit 4

رانەبردووی تەواو : *just*

I've just had breakfast.
He's just finished his homework.
Has she just had her exam results?

- لە رستەی خەبەریدا ***just*** لەدوای کاری یاریدەدەری ***have*** دادەنێین.
- لە رستەی پرسیاریدا ***just*** لە دوای کارا بەکاردەهێنین.
- ئێمە ***just*** بەکاردەهێنین بۆ باسکردنی شتێك کە لە رابردوویەکی نزیکدا روویداوە.

دەربڕینی ئەگەرەکان

کۆمەڵێك رێگا هەن بۆ دەربڕینی ئەگەرەکان:

May be it's …
It might be … a real monster.
It could be…
Could it be a big fish?

مەرجی یەکەم: if + رانەبردووی سادە, داهاتووی سادە

If you **open** an umbrella indoors, you **will have** bad luck
If you **put** your hat on a bed, it **will bring** bad luck.
If you **eat** an apple a day, you **won't be** ill.

- دەتوانین رستەی مەرجداری ***if*** لە دوای رستەی سەرەکییەوە بەکاربهێنین:

You won't be ill if you eat an apple a day.

- رستەی مەرجی یەکەم بەکاردەهێنین بۆ باسکردنی داهاتوو,کە لەوانەیە رووبدات.

Unit 5

don't have to و ***Have to***
didn't have to و ***Had to***

رانەبردوو / داهاتوو

You have to leave at seven in the morning.
He doesn't have to lose weight.
He has to get up early.
We don't have to wear walking boots.

رابردوو

I had to catch the bus.
He didn't have to walk to school

- ***have /had*** بەکاردەهێنین بۆ شتێك کە دەبێت بکرێت.
- ***don't /didn't have to*** بەکاردێنین بۆ شتێك کە مەرج نیە بکرێت.
- رابردووی ***must*** و ***have to*** بریتیە لە ***had to*** .

رانەبردووی تەواو و رابردووی سادە

رانەبردووی تەواو

I've always wanted to go hang-gliding.
I've seen it on TV.
Have you ever been hang-gliding.

رابردووی سادە

I went on a course six months ago.
My sister had a go last month.
I saw it on a programme last week.

- دەتوانین رانەبردووی تەواو بەکاربهێنین بۆ باسکردنی کاتێکی نادیار (*indefinite*) لە رابردوودا.
- ئێمە رابردووی سادە بە کاردەهێنین بۆ باسکردنی شتێك کە لەکاتێکی دیاریکراو(*particular*) لە رابردوودا روویداوە.

SO ئاکامەکان/ئەنجام

I know it's safe because I've seen it on TV.
= I've seen it on TV, so I know it's safe.

- ***because*** بەکاردەهێنین بۆ راگەیاندنی هۆیەکان.
- ***so*** بەکاردەهێنین بۆ راگەیاندنی ئەنجامەکان .

رانەبردووی تەواو: ***for*** و ***since***

They've been there **for** three hours.
They've been there **since** 4 pm.
He hasn't seen them **for** ages.
She hasn't seen them **since** midday.
He hasn't eaten anything **since** this morning.
I've been hungry **for** a long time.

- دەتوانین رانەبردووی تەواو لەگەڵ ***for*** و ***since*** بەکاربهێنین بۆ باسکردنی رابردوو کە هێشتا تەواو نەبووە.
- ئێمە ***for*** بەکاردەهێنین بۆ زانینی ماوەی شتێك کە چەند: (= ***how long***)بەردەوامبووە.
- ئێمە ***since*** بەکاردەهێنین بۆ زانینی شتێك کەی: (=***when***) دەستی پێکردووە.

Unit 6

داواکاری راگەیاندراو: *ask* +بەرکار +چاووگ

'Could you look for them?' → He asked the police **to look** for them.

'Please don't take risks.' → They asked walkers **not to take** risks.

کاری راگەیاندراو: *tell* +بەرکار +چاووگ

'Keep still' → They told Dave **to Keep** still.

'Don't say anything.' → He told me **not to say** anything.

- هەمیشە پاش کاری (***tell***) بەرکارێك یان جێناوێکی بەرکار دێت.

رانەبردووی تەواو: ***already*** و ***yet***

I've **already** asked you three times.
It hasn't stopped raining **yet**.
Have you finished with the computer **yet**?

- ***already*** لەدوای کاری یاریدەدەری ***have*** دادەنێین.
- ***already*** بەکاردەهێنین بۆ جەختکردن لەسەر شتێك کە پێشتر روویداوە.
- ***yet*** لەرستەی نەریێ و رستەی پرسیاری بەکاردەهێنین.
- ***Yet*** بەکاردەهێنین بۆ باسکردنی شتێك کە چاوەڕوانکراوە و هێشتا روووینەداوە.

ئاوەڵناو + چاوگ

- دەتوانین **to** + چاووگ لە دوای ئەم ئاوەڵناوانەوە بەکاربهێنین:

difficult easy hard important
necessary Nice pleased

It's difficult to choose. Pleased to meet you.

رستەی خەبەری راگەیەندراو

'My name's Master Blaster.' → He said(that)his name was Master Blaster.

'It's going to be at nine o'clock.' → He said (that) it was going to be at nine o'clock.

'We must call the police.' → He said (that) they had to call the police.

'It's reggae.' → She said (that) it was reggae.

'It starts at seven thirty → She said (that) it started at seven thirty.

'We must do something!' → He said (that) they had to do something.

- بەشێوەیەکی گشتی کاتی (کار و جێناو و ئاوەڵناوی خاوەنداریتی) لە وتەی راستەوخۆی بکەرەوە دەگۆڕین بۆ وتەی ناراستەوخۆی بکەر.

وتەی ڕاستەوخۆی بکەر		وتەی نا راستەوخۆی بکەر
Present simple	→	*Past simple*
Present continuous	→	*Past continuous*
must	→	*had to*
I	→	*he/she*
we	→	*they*
my	→	*his/her*
our	→	*their*

Unit 7

کلکە پرسیار بە *be*

It's my mother, **isn't it**?
We're very proud of her, **aren't we**?
You're looking forward to seeing Rocky, **aren't you**?
She's the star Musician, **isn't she**?
It was my old school band, **wasn't it**?
They were good, **weren't they**?

- دەتوانین کلکە پرسیار بە دەنگێکی نزم (*falling*) بەکاربهێنین کاتێک ئێمە سەبارەت بە شتێك دڵنیا بین و چاوەڕوانبین کەسێك لەبارەیەوە لەگەڵمان تەبا و رەزامەندبێت.

رانەبردووی تەواو: *ever* و *never*

Have you ever been to Skye?
Yes, I have.

Have you ever won a prize?
No, I haven't.
No, never.
No, I've never won a prize.

پلەی باڵا + رانەبردووی تەواو + *ever*

He's the tallest man I've ever seen.
She's the cleverest girl I've ever met.
Edinburgh is the most exciting place we've ever been.

might و *may*

What's that sound? It may be a lion.
It might be a tiger.

all و *both*

Dublin and Auckland are both wonderful cities.
They are both on the coast.
You can eat fresh fish in both cities.
It rains a lot in both cities.

Annie, Dana and Nelson are all musician.
They all speak English.

- ***both*** بەکاردەهێنین بۆ بەراووردکردنی دوو شت.
- ***all*** بەکار دەهێنین بۆ باسکردنی سێ شت یان زیاتر.

FAREWELL UNIT

دەربڕینی خواست و هیوا لەگەڵ *could*

I wish I could see you more often.
We wish you could come to the mountains with us.
I wish I could play the guitar.

English	کوردی
Welcome Unit	**یەکەی پێشوازی**
accent *n*	شێوەی گفتوگۆی ناوچەیەك
airport *n*	فرۆکەخانە / فرگە
as *prep, conj*	وەکو
belt *n*	قایش
blonde *adj*	قژ زەرد
call *v*	بانگکردن ، ناوی چی یە
castle *n*	قەلاّ
classical (*music*) *adj*	کلاسیك
come from *v*	هاتن لە (خەڵکی چ شوێنەکە)
curly *adj*	لوول
drama *n*	دراما
drum *n*	تەپڵ
excited *adj*	زۆر دڵخۆش
folk (*music*) *adj*	فۆلکلۆری
independent *adj*	سەربەخۆ
Ireland	ئێرلەندا
jazz *n*	جاز
job *n*	ئیش, کار
join *v*	پێوەدەلکێنێ ,پەیوەندی پێ دەکا
keyboard *n*	کیبۆرد, سایزەر
kind(kind of music) *n*	جۆر (جۆری مۆسیقا)
leader *n*	پێشەوا, سەرکردە
look (look of like) *v*	پێدەچێت (وادەردەکەوێت)
microphone *n*	مایکرۆفۆن
modern *adj*	نوێ (مۆدێرن)
New Zealand	نیوزلەندا
Northern Ireland	ئێرلەندای باکوور
population *n*	دانیشتوان
reggae *n*	رەگـــە (جۆرێـــك مۆســـیقای رەشپێستەکانە)
samba *n*	سامبا (جۆرێك مۆسیقا و سەمای بەناوبانگە لە بەرازیل)
Scot *n*	سکۆتلەندی
sports centre *n*	بنکەی وەرزشی
straight *adj*	رێك ، راست
United Kingdom (UK)	شانشینی یەکگرتوو (بەریتانیا)
university *n*	زانکۆ
until *prep*	هەتا, هەتاکو
violin *n*	کەمانچە
well-known *adj*	باناوبانگ, ناودار

English	کوردی
western *adj*	رۆژئاوایی
Unit 1 Music Now	**یەکەی 1 مۆسیقا هەر ئێستا**
Lesson 1	**وانەی 1**
catch (catch a bus) *v*	سواربوون (سواربوونی پاس)
coffee *n*	قاوە
contact *v*	پەیوەندی پێوەدەکات
dentist *n*	دانساز(دکتۆری ددان)
double *adj*	دووئەوەندە, دەبڵ
disc jockey (DJ) *n*	ئاهەنگگێڕ
doctor (Dr)	پزیشك ، دکتۆر
duty (on duty) *n*	ئێشکگر, خەفەر
entrance *n*	دەروازە
expect *v*	چاوەڕوان دەکرێت
fill in *v*	پڕکردنەوە
form *n*	فۆرم
get (=obtain) *v*	بەدەستکەوتن, وەرگرتن
ground (ground floor) *adj*	زەوی (قاتی ئەرزی)
guitarist *n*	گیتار ژەن
illness *n*	نەخۆشی
look after *v*	چاودێری دەکات ، ئاگای لێ دەبێت
main *adj*	سەرەکی
nurse *n*	نەخۆشەوان ، پەرستیار
organise *v*	رێك دەخات ، سازدەکات
Pleased to meet you	خۆشحالّم بە ناسینتان
post box *n*	سندوقی پۆستە
post *v*	پۆست دەکات, دەینێرێت
receptionist *n*	کارمەندی پرسگە
record *n*	تۆمارکردن, تەسجیلکردن
report *v*	راپۆرت دەنووسێت
reporter *n*	رۆژنامەنووس, پەیامنێر
self-service *adj*	خۆ–خزمەتی-
snack *n*	خواردەمەنی سووك
suit *n*	قاتی جل و بەرگ
suitcase *n*	جانتا, باوەڵ
Sure. (=Certainly.)	بێگومان ، بەدڵنیاییەوە
surname *n*	نازناو (ناوی یان نازناوی بنەماڵە)
transport *n*	گواستنەوە(بە هۆی هاتووچۆ)
upstairs *adv*	قاتی (نهۆمی) سەرەوە

English	کوردی
where *rel adv*	کوێ
who *rel porn*	کێ
Lesson 2	**وانەی** 2
article *n*	وتار
bagpipes *n*	جووزەلەی سکۆتلەندیی هاوشێوەی دەنگی زورنایە
bass (bass guitar) *n*	نزمترین دەنگی مۆسیقا (باس گیتار)
can't stand *v*	تەحەمولی ناکات
cartoon *n*	فلیمی کارتۆن، وێنەی کاریکاتێری
dislike *n*	حەز لێنەکردن
Go ahead.	بەردەوام بە،فەرموو
joke *v*	نوکتە، گاڵتەوگەپ
kilt *n*	تەنورەی پیاوان لە سکۆتلەندا
like *n*	وەکو، هاوشێوە
make (make friends) *v*	دروستکردن (هاورێ دروستکردن)
mind (don't mind) *v*	گوێ پێ نەدان
neither(neither do I) *adv*	هەروەها(هەروەها منیش نە)
only *adv*	تەنها
piper *n*	باگپایپژەن (ئەو کەسەی کەئامێری باگپایپ دەژەنێت
practise *v*	مەشق دەکات، پرۆڤەدەکات
Scottish	سکۆتلەندی
smile *n*	زەردەخەنە
so (so do I) *adv*	هەروەها (هەروەها منیش)
tidy *v*	رێك دەخات
truth *n*	راستی
wash up *v*	قاپ وقاچاغ دەشوات
Lesson 3	**یەکەی 3**
Adventurous *adj*	سەرکەش، چاونەترس
change *n*	گۆڕان
coach *n*	پاس، فارگۆنی شەمەندەفەر
Come on!	دە وەرە !
exhibition *n*	پێشانگا
farewell *n*	ماڵئاوایی ، خواحافیزی
first *adv*	یەکەم
Guess what!	دەزانی چی ؟
historic *adj*	مێژوویی

English	کوردی
make a suggestion	پێشنیار بکە
monster *n*	دەعبا، دڕەندەی ئەفسانەیی
mystery *n*	نهێنی
palace *n*	کۆشك
perform *n*	ئەنجامدان، پێشکەشکردن
programme *n*	بەرنامە
queen *n*	شاژن
return *n*	گەڕانەوە
tour *n*	گەشت
Lesson 4	**وانەی** 4
angry *adj*	تورە
baseball *n*	یاری بایسبۆل
check out *v*	گەڕان و لێکۆڵینەوە لە شتێك
club *n*	یانە
come a long *v*	هاتن
cry *v*	دەگری
describe *v*	وەسف دەکات
especially *adv*	بەتایبەتی
fan *n*	هەوادار
habit *n*	خوو ، نەریت
lead (lead singer) *adj*	سەرەکی (گۆرانیبێژی سەرەکی)
mess *n*	شێواو ،پەرش و بلاو
nick name *n*	نازناو
noisy *adj*	دەنگەدەنگ
positive *adj*	باش
profile *n,v*	پوختەی ژیاننامەی کەسێك
scene (music scene) *n*	دیمەن(دیمەنێکی مۆسیقی)
seriously *adv*	بەهەند، بەجدی
share *v*	هاوبەشی دەکات
tidy *adj*	پاك وخاوێن
when *conj*	کەی
Review	**پێداچوونەوە**
concert *n*	کۆنسێرت ، ئاهەنگی مۆسیقا
group *n*	کۆمەڵە، گرووپ
king *n*	پاشا، شا

English	کوردی
teenager *n*	هەرزەکار
Discoveries and Inventions	**دۆزینەوە و داهێنانەکان**
The wheel	**ڕەوڕەوە, پیچکە**
agriculture *n*	کشتوکاڵ
ancestor *n*	بنەچە(باوباپیران)
archaeologist *n*	شوێنەوارزان
beneficial *adj*	سوودمەند
cave *n*	ئەشکەوت
mechanical *adj*	میکانیکی
prehistoric *adj*	پێش مێژوو
process *n*	پرۆسە
Unit 2 Sightseen	**یەکەی 2 گەشت و گوزار**
Lesson 1	**وانەی 1**
afraid(I'm afraid I can't) *adj*	بەداخەوە(بەداخەوە ناتوانم)
around *prep*	دەوروبەری
at all (not at all) *adv*	بەهیچ شێوەیەك
Best wishes	ئەوپەڕی هیوای خۆشی
calculator *n*	حاسیبە , بژمێر
change *v*	دەگۆڕێت
event *n*	ڕووداو, چالاکی
Hang on	چاوەڕوانبە , ڕاوەستە
help *n*	یارمەتی
in (in a minute) *prep*	لە (لەیەك خولەکدا)
invitation *n*	بانگهێشت , داوەتنامە
lend *v*	قەرزی پێ دەدات
library *n*	کتێبخانە
lost *adj*	ونبوون, بزربوون
miss (you can't miss it) *v*	لێت ون نابێت
need *v*	پێویستی
quick *adv*	خێرا
show *v*	نیشاندان
station (railway station) *n*	وێستگە(وێستگەی شەمەندەفەر)
straight ahead *adv*	بە ئاراستەیەکی ڕاست
Take it easy.	بەئاسانی وەرگرە, گوێ مەدێ
turn *v*	پێچکردنەوە
What's on?	چی لە ئارادایە؟(چی هەیە)
Lesson 2	**وانەی 2**
along *prep*	بەدرێژایی

English	کوردی
bang *n*	زرمە , دەنگی تەقینەوە
between *prep*	لەنێوان
burglar *n*	دز (ماڵبڕ)
cart *n*	عەرەبانەی دەستی
close together *adv*	نزیك لە یەکتری
crowded *adj*	قەرەباڵغ
deliver *v*	بەدەست گەیاندن
direction *n*	ئاراستە
dirty *adj*	پیس
down *prep*	ژێر,خوارەوە
fire *v*	ئاگردەکاتەوە
further *adv*	زیاتر, لەولاتر
guide book *n*	ڕێبەر
hill *n*	گرد, هەوراز
ladder *n*	پەیژە, پێپلیکانە
milk *n*	شیر
narrow *adj*	تەسك
on top of *prep*	لەسەرووی
past *prep*	ڕابردوو
path *n*	ڕێگە
secret *adj*	نهێنی
skyscraper *n*	باڵەخانەی زۆر بەرز, هەوربڕ
steal *v*	پۆلا
through *prep*	بەناو
up *prep*	سەروو, سەرەوە
Lesson 3	**وانەی3**
be executed	ئەنجامدان
be off to	بەڕێکەوتن بەرەو
build *v*	بنیات دەنێت
century *n*	سەدە(سەد ساڵ)
change *n*	گۆڕین, گۆڕان
detective *n*	لێکۆڵەری پۆلیس
happily *adv*	بەخۆشحاڵییەوە
life *n*	ژیان
play *n*	شانۆگەری
play *v* (=*act*)	نواندن (act=)
possible *adj*	مومکین , توانراو
quietly *adv*	بە بێدەنگی , بەهێمنی
resident *n*	نیشتەجێ

English	کوردی
royal *adj*	شاهانه
soldier *n*	سەرباز
study *v*	دەخوێنێت
tower *n*	بورج
Lesson 4	**وانەی 4**
ancient *adj*	دێرین, کۆن
breathe *v*	هەناسەدەدات
camping *n*	هەوارهەڵدان, خێوەت هەڵدان
cave *n*	ئەشکەوت
civilisation *n*	شارستانیەتی مرۆڤایەتیی
completely *adv*	بەتەواویی
destroy *v*	تێکدەشکێنێت ,دەرووخێنێت
dragon *n*	ئەژدیها
fascinating *adj*	سەرسوڕهێنەر
fire *n*	ئاگر
huge *adj*	مەزن, زەبەلاح, گەورە
least *adv*	کەمترین
most *adv*	زۆرترین
over(=more than) *prep*	زیاتر لە (more than=)
Peru	وڵاتی پیرۆ
rebuild *v*	بنیاتدەنێتەوە
rock *n*	تاشەبەرد
roof *n*	سەربان
same (the same as) *prep*	هەمان , هاوشێوە
stone *n*	بەرد
tonne *n*	تەن (هەزار کیلۆگرام)
view *n*	دیمەن
weigh *v*	دەکێشێ (قورسایی)
Review	**پێداچوونەوە**
actress *n*	ئەکتەری ئافرەت (خانمەئەکتەر)
agent *n*	بریکار, وەکیل
any more (not any more) *adv*	هیچی زیاتر (هیچی زیاتر نا)
audience *n*	بینەران
contest *n*	پێشبڕکێ
golf *n*	یاری گۆلف
golf course *n*	یاریگای گۆلف
handsome *adj*	قۆز, جوان (بۆ کوڕان)
invite *v*	بانگهێشت دەکات , داوەت دەکات

English	کوردی
manager *n*	بەڕێوەبەر
part(=*role*) *n*	ڕۆڵ
star *adv*	ئەستێرە
still adv	هێشتا
surfer *n*	شەپۆل خلیسکێکەر
typical *adj*	نموونەیی
Discoveries and Inventions	**دۆزینەوە و داهێنانەکان**
The Telephone	**تەلەفۆن**
accidentally *adj*	بەڕێکەوت
assistant *n*	یاریدەدەر
beast *n*	گیانلەبەری دڕندە
deaf *adj*	کەڕ
emperor *n*	ئیمپراتۆر
pay attention to *v*	سەرنج و بایەخدان بە
principle *n*	بنچینەیی, بنەڕەتی
receiver(radio) *n*	وەرگر(ڕادیۆ)
rent *v*	بە کرێگرتن
transmit *v*	دەنێرێت (بەشەپۆلی ئەلکترۆنی)
Unit 3 How Things Work	**یەکەی 3 چۆنیەتی کارکردنی شتەکان**
Lesson 1	**وانەی 1**
denim *n,adj*	قوماشی جینز (کاوبۆ)
drumhead *n*	چەرمی تەبڵ
Go on!	ئەو کارەبکە ! ,بەردەوام بە
hardwood *n*	دار و تەختەی ڕەق
interview *v*	چاوپێکەوتن, دیدار
Japanese	ژاپۆنی, یابانی
leather *n, adj*	چەرم
look *n*	روخسار , روانین
loosen *v*	شل بوونەوە , خاوبوونەوە
lower *v*	خوارتر, بەشی خوارەوە
notes *n*	تێبینیەکان
pull *v*	ڕادەکێشێ
scissors *n*	مقەست
screw *n*	برغو
shelf/shelves *n*	ڕەفە/ ڕەفەکان
sofa *n*	قەنەفە
sound *v*	دەنگ , دەنگ لێوەهاتن
stretch *v*	کشان , لێك راکێشان

English	کوردی
take(take notes) *v*	تۆمارکردن(تۆمارکردنی تێبینی)
tension *n*	گرژی
tight *adj*	توند
tighten *v*	توندەکات, قایم دەکات
tightness *n*	توندی
tune *v*	دەنگ, تۆن
tuner *n*	سازکەری دەنگ
wood *n*	تەختە
wool *n*	خوری
Lesson 2	**وانەی 2**
A &R people *n*	یەکەی کەسانی هونەرمەند و بەرهەمهێنان
artist *n*	هونەرمەند
button *n*	دوگمە
CD recorder *n*	تۆمارکەری سی دی
charge (in charge of) *n*	بەرپرسیاریی
choice *n*	هەڵبژاردن
choose *v*	هەڵبژێرە , هەڵدەبژێرێ
compact disk(CD) *n*	دیسکی پەستێنراو(سی دی)
company *n*	کۆمپانیا
control *v*	کۆنترۆڵ دەکات
copy *n*	کۆپی
demo *n*	نموونە
drawer *n*	چەکمەجە
dream *v*	خەون دەبینێت
engineer *n*	ئەندازیار
guy *n*	کوڕ
if *conj*	ئەگەر
keen *adj*	پەرۆش
level *n*	ئاست
lover(music lover) *n*	حەزلێکەر (وەکو حەزلێکەری مۆسیقا)
machine *n*	ئامێر, مەکینە
out of fashion	باوی نەماوە
prefer *v*	پێی باشترە
producer *n*	بەرهەمهێنەر
professional *adj*	کارامە , پیشەگەر

English	کوردی
record *v*	تۆمار دەکات
recording *n*	تۆمارکردن
sell *v*	دەیفرۆشێت
send *v*	دەینێرێت
stand for *v*	مانای ئەوە دەبەخشێت
that *rel pron*	ئەوە
which *rel pron*	کام, کە
work (how it works) *v*	کاردەکات
Lesson 3	**وانەی 3**
break-in *n*	دزین, ماڵبڕین
burgle *v*	دزی دەکات
by (agent) *prep*	بە, بەهۆی , لە ڕێگەی
character *n*	کاراکتەر, کەسایەتی شانۆگەرییەك
clue *n*	کلیلی هەڵهێنانی مەتەڵێك یان زانینی مەسەلەیەك
damage *n*	زیان
direct *v*	ئاراستەی دەکات
extremely *adv*	ئەوپەڕی , ئیجگار
frame *n*	چوارچێوە
hurry *n*	خێراکردن
iceberg *n*	بەستەڵەك, شاخی سەهۆڵاویی سەر ئاوکەوتوو
investigate *v*	لێکۆڵینەوە دەکات , لێکۆڵینەوە
lock *v*	قوفڵی دەکات,
mystery *n*	شت و دیاردەی نەزانرا و ونادیار
national *adj*	نیشتمانیی, نەتەوەیی
question *v*	پرسیار دەکات
search *v*	دەگەڕێت
security guard *n*	پاسەوانی ئاسایش , زێرەڤان
ship *n*	کەشتی, پاپۆر
sink *v*	نوقم دەبێت
suppose *v*	وەهای لێکدەداتەوە کە…
upset *adj*	پەست , بێتاقەت
valuable *adj*	بەنرخ, گرانبەها
Lesson 4	**وانەی 4**
amazing *adj*	سەرسوڕهێنەر

English	کوردی
Atlantic	تایبەت بە ئۆقیانووسی ئەتڵەسی
crossing *n*	پەڕینەوە
dive *v*	مەلەکردن لەژێر ئاودا
diving equipment *n*	ئامێرەکانی مەلەکردن لەژێر ئاودا
dozen	دەرزەن (دوانزە دانە)
earthquake *n*	بوومەلەرزە
Egypt	ولآتی میسر
harbour *n*	بەندەر
lifeboat *n*	بەلەمی ڕزگارکردن
lighthouse *n*	بورجی ڕووناکیی کەناری دەریا
luxurious *adj*	خۆش
luxury *n*	خۆشی ، ئاسوودەیی
rock *n*	تاشەبەرد
statue *n*	پەیکەر
submarine *n*	ژێردەریایی (غەواسە)
violent *adj*	توندوتیژ
warm *adj*	گەرم
Review	**پێداچوونەوە**
as...as *adv*	بەئەندازەی، بەقەدەر ، هێندەی
bark *n*	وەڕینی سەگ
camera film *n*	فلیمی کامێرا
cloth *n*	جل و بەرگ
colour *v*	ڕەنگی دەکات
cost *n*	نرخ، بڕی پارەی تێچوو
cotton *n,adj*	لۆکە
definition *n*	پێناسە
dry *adj*	وشک
frighten *v*	دەیترسێنێت
guide *n*	ڕێنمایی
hole *n*	کون
label *n*	لەزگە(بۆ نموونە لەزگەی نرخ یان ناوی مارکەی شتومەك)
Latin	لاتین
lens *n*	شووشەی (عەدەسەی) کامێرا
mine *v*	هەڵکەنینی کانی کانزاکان
miner *n*	کرێکاری کانەکان
mirror *n*	ئاوێنە
mix *v*	تێکەڵی دەکات

English	کوردی
onto *prep*	لەسەر
pair(pair of jeans) *n*	جووت
pick *v*	هەڵیدەبژێرێت
reflect *v*	دانەوە(وەك دانەوەی شەوق)
scene *n*	دیمەن
warm *v*	گەرم دەکا
worker *n*	کرێکار
Discoveries and Inventions	**دۆزینەوە و داهێنانەکان**
Photography	**وێنەگرتنی فۆتۆگراف**
digital camera *n*	کامێرای دیجیتاڵ
fade *v*	کاڵ دەبێتەوە
lack of demand *n*	نەبوونی داواکاریی لەسەر شتێك
optics *n*	پەیوەندیی بەچاو و بیناییەوە هەیە
permanent *adj*	هەمیشەیی
photographic images *n*	وێنەی فۆتۆگرافی
photographic plate *n*	پلێتی فۆتۆگرافی
portable *adj*	دەستی، هەڵدەگیرێ
ray (of light) *n*	تیشك (ی ڕوناکی)
reflect *v*	شەوق دەداتەوە
store *v*	هەڵیدەگرێت ، خەزنی دەکات
upside down	بەهەڵەوگێڕاویی ، ئاوەژوو
Unit 4 Superstition and Mystery	**یەکەی 4 باوەڕی ئەفسانەیی و دیاردەی نهێنی**
Lesson 1	**وانەی 1**
break into *v*	چوونە ناو شتێك بەزۆر
burglary *n*	دزی، ماڵبڕین
collect *v*	کۆی دەکاتەوە
comb *v*	شانەی دەکات، دایدەهێنیت
contract *n*	گرێبەند، گرێبەست
conversation *n*	گفتوگۆ، ئاخافتن
corridor *n*	ڕاڕەو
explain *v*	ڕوونی دەکاتەوە
get dressed *v*	جلوبەرگ لەبەردەکات
go on (=*continue*) *v*	بەردەوام دەبێت
it serves you right.	ئەوە شایەنی تۆیە !
odd(=*strange*) *adj*	سەیر، نامۆ (شتێکی سەیرە)
thief *n*	دز

English	کوردی
turn round *v*	ئاوڕدەداتەوە, دەگەڕێتە دواوە
urgent *adj*	بەپەلە
witness *n*	شایەت
Lesson 2	**وانەی 2**
almost *adv*	خەریکە, نزیکەی
anything *pron*	هەرشتێك
appear *v*	پێدەچێت, وادیارە
April fool's day	ڕۆژی درۆی نیسان
at the bottom of *prep*	لەبنی, لەناوەڕۆکی
attract *v*	ڕادەکێشێت بەلای خۆیدا
behind *prep*	لەپشت, لەدوای
clockwork *adj*	هەرشتێك بەقورمیش کاربکات
colleague *n*	هاوەڵ
cover *v*	دادەپۆشێت
creature *n*	گیانلەبەر , دروستکراو
dark (dark brown) *adj*	تۆخ(قاوەیی تۆخ)
deep adj	قووڵ
disappointment *n*	نائومێدی
enormous *adj*	گەورە, مەزن , زەبەلاح
exist *v*	هەیە, دەژی
fake *n*	ساختە
familiar *adj*	شارەزا ,ئاگادار
fish *v*	ماسی
fur *n*	فەرو
height *n*	بەرزی
hide *v*	دەیشارێتەوە
make up(=*invent*) *v*	دروست دەکات
practical joke *n*	سۆعبەتی دەستی,گاڵتەبازی
prove *v*	دەیسەلمێنێت
scary *adj*	ترسناك
tourist board *n*	ئۆفیسی دابینکردنی زانیاریی بۆ گەشتیاران
toy *n*	یاریی منداڵان
while *conj*	لە کاتێکدا
Lesson 3	**وانەی 3**
argument *n*	دەمەقاڵێ, دەمەبۆڵە
bring *v*	دەیهێنێت
dangerous *adj*	مەترسیدار
DJ(disc jockey) *n*	ئاهەنگگێڕ
exam *n*	تاقیکردنەوە , ئەزموون
fox *n*	ڕێوی
Great news!	هەواڵێکی خۆش!
hurry *v*	خێرا دەکات
in time *adv*	لەکاتی دیاریکراوی خۆیدا
indoors *adv*	لەژوورەوە, لەناوبینادا
ladder *n*	پەیژە
luck *n*	بەخت
New year's Day	ڕۆژی سەری ساڵی نوێ
pass(pass an exam) *v*	دەردەچێت (لە تاقیکردنەوە دەردەچێت)
rabbit *n*	کەروێشك
superstition *n*	باوەڕی ئەفسانەیی بێ بنەمای زانستی
umbrella *n*	چەتر , سەیوان
unlucky *adj*	بەدبەخت
wedding *n*	زەماوەند , هاوسەرگیری
Lesson 4	**وانەی 4**
at once *adv*	دەستەجێ, دەستوبرد , یەکسەر
break down *v*	دەشکێت , لەکار دەکەوێت
bump *v*	خۆی پێدادەدات, بەریدەکەوێت
by accident *adv*	بەڕێکەوت
cheque *n*	چەکی بانك
dead *adj*	مردوو
drug *n*	دەرمان
handwriting *n*	دەستوخەت, نووسین بەدەست
himself *pron*	ئەو, خۆی
horrible *adj*	ناپەسەند, ترسناك, ناشرین
knock over *v*	دەیخات بە زەویدا, دەیخات
lawyer *n*	پارێزەر
Leave me alone!	وازم لێبێنە
lie (= not tell the truth) *v*	درۆ دەکات
lie (lie on the ground) *v*	ڕادەکشێت (لەسەر زەوی ڕادەکشێت)
murderer *n*	بکوژ
nearby *adj*	لە نزیك
out *adv*	دەرەوە
poison *n*	ژەهر

English	کوردی
possession *n*	هەبوون, خاوەندارێتی
servant *n*	خزمەتکار, کارەکەر
signature *n*	ئیمزا , واژۆ
strange *adj*	نامۆ , سەیر
ugly *adj*	ناشرین
will *n*	وەسیەتنامە
wonder *v*	سەرسوڕمان, تێڕامان
Review	**پێداچوونەوە**
brain *n*	مێشك
clean *v*	خاوێنی دەکاتەوە
comb *n*	شانە
destroy *v*	دەیرۆخێنێت, تێکدەدات
disaster *n*	کارەسات
dream *n*	خەون
drown *n*	دەخنکێت, خنکان لە ئاودا
erupt *v*	هەڵدەچێت, دەتەقێتەوە
explosion *n*	تەقینەوە (وەکو بۆمب)
fall asleep *v*	خەوی لێدەکەوێت
imagination *n*	خەیاڵ
Discoveries and Inventions	**دۆزینەوە و داهێنانەکان**
Pen and Paper	**قەڵەم و کاغەز**
ballpoint pen *n*	قەڵەم جاف
evaporate *v*	دەبێت بە هەڵم
fountain pen *n*	قەڵەمی پاندان
gravity *n*	هێزی کێشکردنی زەوی
guard *v*	پاسەوانیی دەکات, دەیپارێزێت
minister (political) *n*	وەزیر (سیاسی)
prisoner *n*	زیندانی, بەندکراو
rag *n*	پارچە پەڕۆ
reed *n*	قامیش
rotate *v*	دەیخولێنێتەوە, خولاندنەوە, سوڕاندنەوە
seal *v*	دایدەخات, قەپانی دەکات
take for granted	بەمسۆگەری وەریبگرە

English	کوردی
Unit 5 Danger	**یەکەی 5 مەترسی**
Lesson 1	**وانەی 1**
adult *n*	هەرزەکار
boot (walking boot) *n*	جزمە, پووت
collect *v*	کۆی دەاتەوە
country(=not town) *n*	وڵات
farm *n*	کێڵگە
have to *v*	دەبێت (وەکو دەبێت بڕۆم)
ironing (do the ironing) *n*	ئوتووکردن
litter *n*	زبڵ و خاشاك
lunchtime *n*	کاتی ژەمی نانخواردنی نیوەڕۆ
Make (make a bed)	ڕێکی دەخات
packed (packed lunch) *adj*	پێچراوە(خواردنی پێچراوە)
polite *adj*	بەئەدەب, بە ڕێزەوە
rest (the rest of) *n*	پاشماوە, ئەوانەی تر کە ماونەتەوە
Rubbish!	قسەی هیچ!
trip *n*	گەشت, سەفەر
uniform *n*	یەکپۆشی
lesson 2	**وانەی 2**
act *v*	نواندن
carnival *n*	ڤیستڤاڵ, کەرنەڤاڵ
cause *n*	دەبێتە هۆی
comfortable *adj*	ئاسوودە
course *n*	کۆرس
ground *n*	زەوی
hang-glider *n*	فڕۆکەی شێوەکۆلارەیی کە بە هەوا دەفڕێت
hang-gliding *n*	وەرزشی فڕۆکەی شێوە کۆلارەیی
hire *v*	بە کرێی دەگرێت
instructor *n*	مامۆستا, فێرکەر
land *v*	دەنیشێتەوە
light (=not heavy) *adj*	سووک, شتێك کە کێشی کەمە
look out *v*	ووریابە, چاوبگێڕە
low *adj*	نزم, کەم
mist *n*	تەمومژ, هەڵموهالاو

English	کوردی
obviously *adv*	بێگومان, بەڕوونی دیارە
own (on our own) *pron*	بەتەنها, هەرخۆمان
pilot *n*	فڕۆکەوان
promise *v*	بەڵێن دەدات, پەیمان دەدات
purse *n*	جزدانی ژنان
qualified *adj*	پسپۆڕ, کارامە, شارەزا
safe *adj*	سەلامەت
safely *adv*	بەسەلامەتی
simple *adj*	سادە, ساکار
steady *adj*	بە ڕێکوپێکی , بە جێگیریی
stupid *adj*	گێلۆ, گەمژە
take off (flight) *v*	هەڵفڕین, (وەکو فڕۆکە)
tent *n*	چادر, خێوەت
training school *n*	قوتابخانەی ڕاهێنان
wallet *n*	جزدانی پیاوان
Lesson 3	**وانەی 3**
ages *n*	تەمەن
anywhere *adv*	لەهەرشوێنێك
flat *n*	شوقە
helicopter *n*	هەلیکۆپتەر
match *n*	شقارتە
since *prep*	لەوەتەی...
terribly *adv*	بە خراپی
hurt *v*	ئازاری دەدات
Ouch!	ئاخ! ئۆف!
maybe *adv*	لەوانەیە
precious *adj*	بەنرخ, گرانبەها
stuck *adj*	گیرخواردن , چەقیوو
Lesson 4	**وانەی 4**
central *adj*	ناوەندیی, مەرکەزیی
distance *n*	مەسافە, ماوە , دووری
environment *n*	ژینگە
pollute *v*	پیسی دەکات
Review	**پێداچوونەوە**
climber *n*	پیاهەڵگەڕ
clothing *n*	جلوبەرگ

English	کوردی
even *adv*	تەنانەت
footwear *n*	پێڵاو, شتومەکی لەپێکردن
get down *v*	هاتنەخوارەوە, دابەزین
icy *adj*	سەهۆڵاوی
overweight *adj*	قەڵەو
regular *adj*	ماوە بە ماوەی ڕێکوپێك
route *n*	ڕێگە
safety *n*	سەلامەتی
sudden *adj*	ناکاو, لە پڕ
walker *n*	پیاسەکەر, گەڕۆك
waterproof *adj*	دژەئاو (ئاو ناچێتەناویەوە)
Discoveries and Inventions	**دۆزینەوە و داهێنانەکان**
Flight	فڕین, گەشتی فڕۆکە
gilder *n*	فڕۆکەی شێوە کۆلارەیی کە بە جووڵەی باو و هەوا دەفڕێت
inflate *v*	تێدەکات , هەواتێکردن
injury *n*	زام , برینداری
kite *n*	کۆلارە
set off (leave) *v*	دەکەوێتە ڕێ ,دەڕوات
throughout (time)	بەدرێژایی ماوەی
Unit 6 Communication	**یەکەی 6 پەیوەندی کردن**
Lesson 1	**وانەی 1**
agree *v*	ڕازی دەبێت لەسەر
ankle *n*	خرتکە, قولەپێ
answer phone *n*	پەیامگری تەلەفۆن
apologise *v*	داوای لێبوردن دەکات
assistant *n*	یاریدەدەر
desperate *adj*	زۆر پێویستی پێیەتی
dial *v*	ژمارەی تەلەفۆن لێدەدات
fault *n*	هەڵە
hero *n*	پاڵەوان, قارەمان
hospital *n*	نەخۆشخانە
incredibly *adv*	بەڕادەیەکی ئەوەندە نائاسایی کە ناتوانرێت باوەڕی پێبکرێت
guilty *adj*	تاوانبار
meanwhile *adj*	لەهەمان کاتدا
message *n*	پەیام
missing *adj*	ونبوو
notice (take no notice) *n*	سەرنج

English	کوردی
relieved *adj*	دڵئاسوودەیی
rescue *v*	ڕزگاری دەکات
sensible *adj*	ئاقڵانە, ماقووڵ
soup *n*	شۆربا
thanks (thanks to...) *n*	سوپاس
unfortunately *adv*	بەداخەوە
Lesson 2	**وانەی 2**
afterwards *adv*	پاش ئەوە, لەپاش لەدوای
alive *adj*	زیندوو
already *adv*	ئێستاکە بووە یان ڕوویداوە
ambulance *n*	ئەمبولانس, ئۆتۆمبێلی فریاگوزاریی, ئیسعاف
communicate *v*	پەیوەندیگرتن
edition *n*	چاپی ژمارە , نوسخەی (گۆڤارو ئەو بابەتانە)
Finland	فینلەندا
glade *adj*	خۆشحاڵ, شاد, کامەران
hard (=difficult) *adj*	سەخت, زەحمەت
headline *n*	سەردێڕی هەواڵەکان
hero *n*	پاڵەوان, قارەمان
hunt *v*	ڕاودەکات, ڕاوکردن
necessary *adj*	پێویست
race *v*	پێشبڕکێ
receive *v*	وەریدەگرێت, بەدەستی دەگات
sender *n*	نێرەر
unconscious *adj*	لە هۆشخۆچوو, بێ ئاگا, بوراوە
yet *adv*	هێشتا
Worldwide *adj*	سەرانسەری جیهان
Lesson 3	**وانەی 3**
Calm down!	هێمن بەرەوە !
death *n*	مردن
Jamaica	وڵاتی جامایکا
madman *n*	پیاوی شێت
notice *v*	سەرنج دەدات
shake *v*	ڕایدەوەشێنێت
warn *v*	هۆشیاریی پێدەدات
urgent *adj*	بەپەلە
sound system *n*	سیستەمی دەنگ

English	کوردی
speaker *n*	بڵندگۆ, موکەبەرە
Lesson 4	**وانەی 4**
bedclothes *n*	سەرجێگە, چەرچەف
beside *prep*	لەتەنیشت
breath in *v*	هەناسە هەڵمژین
catch hold *v*	دەیگرێت, گرتنی شتێك
ceiling *n*	بنمیچ
clear *adj*	ڕوون
deeply *adv*	بەقووڵی
dream *n*	خەون
eyeball *n*	ناوەڕاستی چاو, بیلبیلەی چاو
eyelash *n*	برژانگ
hold on	دەستگرتن بە, مانەوە
horror *n*	ترسناك, ترس
lift up *v*	بەرزدەکاتەوە
lip *n*	لێو
push off *v*	بەجێی دەهێڵێ
salty *adj*	سوێر
thick *adj*	ئەستوور
tiny *adj*	باریك, بچووك
turn over *v*	هەڵی دەگێڕێتەوە
wave *n*	شەپۆل
Review	**پێداچوونەوە**
bully *v*	دەیترسێنێت
divide *n*	دابەشی دەکات
Jamaican	خەڵکی جامایکا
judge *v*	دادوەر, حاکم
on the scene (=info fashion)	لە شوێنی مەبەستدا
regard (consider think) *v*	لێکی دەداتەوە
spread *v*	پەرشوبڵاوی دەکاتەوە
tragically *adj*	بەشێوەیەکی خەمناك
Discoveries and Inventions	**دۆزینەوە و داهێنانەکان**
Medicine	**دەرمانی پزیشکی**
bacteria *n*	بەکتریا
cancerous tumour	گرێی شێرپەنجەیی

English	کوردی
chemical *n*	ماددەی کیمیاوی
laboratory *n*	تاقیگە
leukaemia *n*	لۆکیمیا, شێرپەنجەی خوێن
material *n*	شتومەك, مادە
mould (fungus) *n*	کەڕو
x-ray *n*	تیشکی ئێکس, ئەشیعە
Unit 7 People and Places	**یەکەی 7 خەڵك و شوێنەکان**
Lesson 1	**وانەی 1**
congratulations *n*	پیرۆزبایی
look forward to *v*	چاوەڕوانی دەکات بە هیوای
sign *v*	ئیمزای دەکات
souvenir *n*	یادگاری
vote *v*	دەنگدەدات
Lesson 2	**وانەی 2**
abroad *adv*	هەندەران , دەرەوەی وڵات
enter *v*	دەچێتە ژوورەوە
so (so much) *adv*	زۆر
definitely *adv*	بەدڵنیاییەوە
may *v*	لەوانەیە
might *v*	لەوانەبوو
Shut up!	دەمت داخە ! بێدەنگبە !
Lesson 3	**وانەی 3**
hold *v* (hold an event)	سازی دەکات (چالاکیەك ساز دەکات)
jaguar *n*	پڵنگی بەڵەکی ئەمەریکی
kind (= *nice*) *adj*	دڵنەرم, میهرەبان
relaxed *adj*	مورتاح, ئارام
seafood *n*	خواردەمەنی گیاندارە ئاوییەکان
suggestion *n*	پێشنیار
Lesson 4	**وانەی 4**
captain *n*	کاپتن, ڕابەر , سەرۆك تیم
cockles *n*	گیاندارێکی ئاوییە دوو قاوغی دڵ ئاسای هەیە

English	کوردی
decrease *v*	کەمی دەکاتەوە
disease *v*	نەخۆشی
dominated by	کۆنترۆڵ کراوە لە لایەن
isolated *adj*	جیاکراوە , دوورەپەرێز,گۆشەگیر
Irish *n*	ئیرلەندی
location *n*	شوێن, جێگە
per capita	بۆهەریەك لە دانیشتوان
Polynesian	پۆلۆنیسی, خەڵکی یان زمانی دوورگەی پۆلۆنیسیا
sailing *n*	گەشت بە کەشتی
shellfish *n*	گیانداری ئاوی قاوغدار
wheel *n*	ڕەوڕەوە, پێچکە
wheelbarrow *n*	عەرەبانەی دەستی ,یەك چەرخە
windsurfing *n*	وەستان لەسەر بۆردێك لەناو ئاودا کە بە با و شەپۆلی ئاو دەجووڵێت
Discoveries and Inventions	**دۆزینەوە و داهێنانەکان**
Money	**پارە**
barter *v*	ئاڵو گۆڕ و کڕینی شتومەك و کالاّ بەبێ بەکارهێنانی پارە
credit / debit card *n*	کارتی قەرز, حیسابی بانك
crops *n*	بەروبووم, دانەوێڵە
currency *n*	دراو (پارە)
decline *v*	ڕەت دەکرێتەوە
exchange *v*	ئاڵوگۆڕی دەکات
gradually *adj*	پلە بە پلە, بەرە بەرە
issue *v*	دەریدەکات (وەك ڕۆژنامە)
labour *n*	کرێکار
represent *v*	نوێنەرایەتی دەکات
stamp *v*	مۆری لێدەدات
Farewell Unit	**بەشی ماڵئاوایی**
deserve *v*	شایەستەی ئەوەیە
record *n*	تۆمار
We'll take it from there.	ئیتر لەوێوە دەستی پێدەکەیت
(we'll see what happens)	(بابزانین چی ڕوودەدات)

Infinitive	**Past simple**	**Past participle**	**Infinitive**	**Past simple**	**Past participle**
be	was, were	been	leave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bend	bent	bent	light	lit	lit
bet	bet	bet	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
broadcast	broadcast	broadcast	pay	paid	paid
build	built	built	put	put	put
buy	bought	bought	read /ri:d/	read /red/	read /red/
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamt/dreamed	dreamt/dreamed	send	sent	sent
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feel	felt	felt	sink	sank	sunk
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt/smelled	smelt/smelled
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spell	spelt/spelled	spelt/spelled
get	got	got	spend	spent	spent
give	gave	given	stand	stood	stood
grow	grew	grown	steal	stole	stolen
go	went	gone/been	stick	stuck	stuck
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learnt/learned	learnt/learned	write	wrote	written